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AUTHOR Pires, Laura J.
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ABSTRACT

This report on the New York State Community Schools Pilot Project summarizes the project, focusing primarily on the Edwin Gould Foundation for Children's role in providing technical assistance, coordination, and support services. Between January and October of 1988, the Gould Foundation conducted the following activities: (1) organized a statewide advisory committee to assist and guide its role in the project; (2) hired a program officer and organized a technical assistance structure comprised of specialists and consultants from the Gould Foundation and the Regional Laboratory for Educational Improvement in the Northeast and the Islands; (3) carried out preselection and/or technical assistance visits to all 14 participating schools; (4) took major responsibility for organizing a spring retreat for representatives of the 14 schools; (5) circulated three newsletters to promote and encourage information-sharing and network-building; and (6) provided technical assistance, coordination, and support services to all 14 schools. Examples of reactions to the project from students, the news media, staff, elected officials, and administrators are included. The following materials are appended: (1) a calendar of events in the development of the project; (2) a list of eight community school features; (3) the spring retreat program; (4) a summary of participants' evaluation of the conference; (5) a list of preliminary program evaluation criteria and methods; and (6) a summary of key issues for the success of any community school project. (FMW)

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INTERIM REPORT

NEW YORK STATE

COMMUNITY SCHOOLS PILOT PROJECT

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Laura J. Pires, Program Officer
November 30, 1988

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REPORT ON
NEW YORK STATE COMMUNITY SCHOOLS PILOT PROJECT

Laura J. Pires, Program Officer
November 30, 1988

In December 1987, the Edwin Gould Foundation was selected by the New York State Education Department to provide technical assistance, coordination, and support services to ten (10) schools throughout the State designated to participate in the Community Schools Pilot Project. This is an unusual challenge for the Foundation, and one that was taken on with enthusiasm and support. It builds on the Foundation's long standing commitment to educational change (1) and support of a wide network of programs and community-based organizations.

This Report summarizes briefly the Project as a whole, focussing primarily on the Foundation's role.

Between January and October (see Appendix A: Calender) the Foundation organized a Statewide Advisory Committee to assist and guide its role in the Project; hired a Program Officer and organized a technical assistance structure comprised of Technical Assistance Specialists and Consultants from the Regional Laboratory for Educational Improvement in the Northeast and the Islands and the Foundation; carried out pre-selection and/or technical assistance visits to all participating schools (fourteen as compared to the original ten); took major responsibility for organizing a Spring Retreat for representatives of all 14 schools; circulated three Newsletters to promote and encourage information-sharing and network-building; and as of February has provided technical assistance, coordination, and support services to all 14 Community Schools (strategies are more fully described below).

1. See Edwin Gould Foundation for Children: Objectives (December 1984) and Edwin Gould's 1924 policy statement stressing "educational rather than charitable effort" (Historical Review, October 1988).

I BACKGROUND

In 1986, four (4) schools (in Binghamton and Rochester, and New York City Districts 7 and 16) had been selected to receive monies for "schools as community sites" activities. Their "education and community renewal" mandate focussed on extended-day/year activities, intergenerational involvement, parental involvement, and bringing multiple services into the schools. In 1987, the State Education Department decided to expand the vision toward a broader "Community School" concept, to expand the number of schools involved in the initiative, and to provide technical assistance to the schools. A decision was also made to provide this technical assistance support through a relationship with an outside organization.

During late 1987, the initiative was greatly enhanced by the impetus of the Tarrytown Summit conference on the Status of Black and Hispanic Children in New York State. Following this event, the Community Schools initiative was strongly supported by Governor Mario Cuomo and State Commissioner of Social Services Cesar Perales. The Social Services Department offer of support has been followed up by aggressive Departmental and local collaboration.

The Project is designed to promote community-school collaborations and to lead to educational change, i.e., to develop schools committed to successful education of all children, and committed to achieving this goal through new types of collaboration. Targeted to schools in areas of distress ("distress" as a composite measure of social, educational, and economic need (2)), it is based on fundamental interrelated assumptions: 1) that children and their families have both needs and strengths that are not being addressed fully; 2) that the responsibility for meeting these needs and drawing on these resources is one that must be shared by other

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2. The State Education Department. Education and Community Renewal: Assessment of Need in Distressed Communities. December 1987. pp.15-31. The "composite index of need" was provided for 12 of the 14 Districts (not individual Schools). These ranged from 48.22 (District 2) to 93.21 (District 7), with an average index of 76.03. Index scores were not provided for Binghamton and Malone.

institutions in our society; 3) that the public school--a publicly-financed, publicly-maintained, and physically accessible facility--can and must be utilized as a center for broader community as well as educational activity; and 4) this mission requires major partnerships and pooling of resources within each school, and between the schools and other-than school organizations and individuals (eg, parents, community-based organizations, business and industry, churches, etc). As expressed in Community School planning sessions for National Community Education Day activities, " the successful education of all our children requires the full collaboration of all in the community".

During the life of the Project, this multi-tiered collaboration involves partnership also between the State Education Department and the Foundation, and between other State/local organizations and departments and the Project.

The Project is designed to tap into a wide range of resources and opportunities. Its critical elements are both conceptual and structural, including for example:

1. the Community School Project mission itself, emerging from the Regents' policy statement and Education Commissioner Tom Sobol's vision (as initially outlined in March 7, 1988 presentation to representatives of 10 Community Schools - see Appendix B) and one being continuously refined through actual experience;

2. the State Education Department Task Force, organized to spearhead the Department's support to the Community Schools initiative, by identifying and negotiating resources not only within the Department but also other divisions;

3. the Statewide Advisory Committee, to provide to the Foundation expert advice and consultation from representatives of community-based organizations, social services, union, rural schools, and education advocacy groups;

4. the Department of Social Services Task Force, to implement Social Services Commissioner Cesar Perales' top-level commitment to support the initiative by

identifying and making available services to the Schools and their communities;

5. ongoing technical assistance, coordination, and support from the Edwin Gould Foundation;

6. the periodic ingathering of representatives of all participating Schools in regional/statewide retreats and workshops for mission clarification, experience-sharing, network-building, and generating recommendations for change;

7. full-time Coordinator and broadly-based Advisory Committee for each school.

For maximum effectiveness -- at both individual School and Project-wide levels -- the effective interdependence and collaboration of these elements are essential.

II PROFILE OF PARTICIPATING SCHOOLS

In November 1987, all eligible Districts and Schools in the State were invited to submit proposals for Community Schools grants of up to $150,000. Sixteen were submitted, within a very short timeframe. In January the Foundation was requested by the State Education Department to make pre-selection visits to proposed schools, and to make recommendations based on these visits. Final selections were made by the Department.

Ten new schools were selected. With the existing four schools, this therefore, brought the total number of participating Schools up to fourteen (14), as compared to the originally-intended ten (10). Six new schools would receive funding as of March 1988, and four new schools in July 1988. The original "education and community renewal" sites would receive additional monies in July 1988. Thus the Schools fall into 3 Cycles:

Cycle I:

Binghamton: MacArthur School
Rochester : Chester Dewey School
New York City Community School District 7
South Bronx: Early Childhood Center/
Public School 30
New York City Community School District 16
Brooklyn: Public School 25-K,
Eubie Blake School

Cycle II:

Malone: St. Joseph's P.S. Building
Poughkeepsie: S.F.S. Morse Young Child Magnet School
Syracuse: Dr. Martin Luther King, Jr. Community School Magnet
New York City Community School District 3
West Harlem; Manhattan Public School 185
New York City Community School District 4
East Harlem; Manhattan Alternative Education Complex JHS 117
New York City Community School District 15
Brooklyn: Public School 38

Cycle III:

Addison: Tuscarora Elementary School
Buffalo: Early Childhood Center #36/Herman Badillo Community School
New York City Community School District 2
Lower East Side; Manhattan Public School 126
New York City Community School District 27
South Ozone Park, Queens: Public School 155

The Schools range in size from approximately 250 (Rochester) to 1600 (District 4) students. Although the Project focus is the elementary-school level, four of the schools (Districts 3, 4 and 7 in New York City, and Buffalo) are actually multi-location complexes. Students in eleven Schools are predominantly Black and Hispanic, with a growing number of Asian/Asian-American students in some, thus reflecting national demographic changes. In Addison and Malone, the school population is White; Binghamton school population is mostly White, with a small number of Black children.

57% (8) of the Superintendents are White male, with the additional six Districts having 2 Black and 2 Hispanic men and 1 Black and 1 Hispanic women Superintendents. (In December 1988, Syracuse will have a new Superintendent, thus changing the proportion to 7 White males, 2 Hispanic males, and 1 Hispanic female.) Nine of the eighteen principals are male, (7 White, 1 Black, and 1 Hispanic) (3). Of the nine women, 4 are Black, 3 are

3. The existence of the multi-location Community Schools means that the number of Principals exceeds the number of Community Schools in the Project: Buffalo, and Districts 3, 4 and 7 each have 2 Principals, making a total of 18 participating Principals.

White, and 2 Hispanic. Of the 7 New York City schools, 5 Superintendents are male (2 Hispanic, 2 White, 1 Black) and 2 are female (1 Black, 1 Hispanic). 4 NYC Principals are male (3 White and 1 Black) and 6 are women (2 White, 2 Black, 2 Hispanic).

Schools vary in their previous range of activities and characteristics that can be seen as "community-school-type" qualities. One could begin to develop a "typology" of "community-school indicators", to include for example:

* commitment to successful education of all children (as evidenced by rhetoric, by specific recognition of "gaps", by specific activities);

* collaboration with other organizations to provide programs and services to children and families;

* being open and/or accessible for hours longer than the "traditional" school day and year;

* reaching out to meet the needs of segments of the community beyond their own school populations;

* having a designated contact person for summer months planning and development. (The "Community School year" is 12 months, not 10, even if no "programs" are in place.)

In varying degrees, all demonstrated in their proposals and pre-selection visits an openness to either initiate or expand in the Community School direction. During the course of the Project, and especially throughout the technical assistance and support to the schools, the challenge is to build on existing propensities for "community-school-type" behaviors and attitudes and/or to energize those where they have not yet been developed.

III STRATEGIES FOR TECHNICAL ASSISTANCE, COORDINATION, AND SUPPORT

A. Modes of Technical Assistance

In responding to technical assistance needs of the Schools, careful attention has been paid to the

individuality of each, while simultaneously keeping in mind the mandate and features of the overall mission. A most important guiding principle for the technical assistance process emerges from Commissioner Sobol's important message on March 7:

> **"We have an outstanding opportunity to rethink what elementary education should be and do. It is not good enough to simply add on AM and PM programs, if we don't change what's already there. We must demand much more."**

The statement mentions particularly elementary education. As the Community Schools develop, it is clear that the concept has a broader implication for a different model for education as a whole, while this Project is initially demonstrating the model at the Elementary School level.

During the initial stages of development, Technical Assistance Specialists have therefore worked with Schools in a variety of ways:

* providing orientation to the Community Schools Project mission and objectives

* responding to expressed areas of need (eg, reporting processes, internal assessment and needs survey mechanisms, space needs, service needs, etc.)

* helping to establish planning priorities and timetables

* identifying and working on ways to expand Advisory Committee membership, participation, agenda development

* identifying and working on ways to expand involvement and collaboration within the School buildings (teachers, staff, parents, students, etc.)

* providing orientation and ongoing training for Coordinators

* co-planning/leading workshops: for teachers, parents, advisory committee members

* establishing collaborative contacts with community-based organizations, large service providers, private organizations, unions, etc. and linking these with Schools

* reviewing and providing feedback on proposals for other funding

* brainstorming approaches to Community Schools development, especially adequate needs assessment, collaboration, and purpose

* initiating and/or facilitating specific District Office support and involvement

* sharing materials and experiences between and among schools (eg, needs assessment instruments, approaches to parental involvement, organizing community meetings) and encouraging personal contact among them

* providing constant feedback on positive accomplishments and areas requiring further work and/or attention (in written and in verbal form)

* making recommendations for program, service and/or process development

* encouraging direct feedback and response to the technical assistance.

An important guide for technical assistance has been to enable Schools to use every opportunity to further their Community School development. For example, preparations for Regents' Visits and National Community Education Day were done so that the events were useful milestones for self-assessment, feedback, and promotion of broader participation.

Because the Project has so many supporters and advocates, one of the greatest challenges is to resist "overload". At this point, generally good relationships have been established between Technical Assistance Specialists and the Schools so that, when and if necessary, Schools representatives can directly indicate their reaction to this potential.

B. **Periodic In-Gathering of Community School Participants**

Success of the Pilot Project depends not only on effective development of each school, but also on promotion of a project-wide identity and ethos. The periodic in-gathering of participants can facilitate this dual goal.

Between March and October, a series of such gatherings has been organized. These have included:

* March 7th orientation meeting in Albany, at which Commissioner Sobol and Regent Battista presented the initial statement of the mission (the "Eight Community School Features" was adapted from this Commissioner presentation and has been used continuously as a primary referent-point);

* the Spring Retreat in Rensellaerville, the first gathering of representatives from all 14 participating schools;

* meetings of Community School Coordinators (upstate and downstate), with some Principals also attending, at which have been discussed Advisory Committee development, needs assessment, reporting and documentation, use of the "No Time to Lose" documentary, Regents Visits, National Community Education Day, introduction of College for Human Services model and meeting with Board of Education Deputy Chancellor Bruce Williams for New York City Community Schools;

* orientation meetings for newly-hired Coordinators;

* meetings to explore collaboration between NYC Community Schools and Mayor's Office, Board of Education, and Human Resources Administration in developing full-day Pre-K services; and between Schools, NYC Youth Bureau and Board of Education.

Sessions have also been organized by SED Early Childhood and Parent Education Department to discuss funding and approaches to full-day Pre-K programming (a strong program thrust by the Department).

The Spring Retreat (see Appendix C: Spring Retreat Program) should be briefly mentioned here, since it did serve as a major step toward project-wide mission-clarification, identity, and mutual support. Over 100 persons attended, including 13 Principals, 8 Coordinators, 7 Superintendents; Advisory Council members, parents, community-based organizational representatives, and 1 teacher. The overriding theme of "collaboration is the key" provided a major organizing framework for the Retreat's content and structure. Participants generally agreed that the objectives were met (to clarify the mission; to provide opportunity to share experiences; to explore implications of multi-faceted collaboration; and to practice some techniques for planning, group facilitation, and leadership-building).

Even more important than the immediate feedback (summarized in the Participant Feedback Chart, Appendix D) follow-up contacts between Schools, continuous reference back to the Retreat materials/experience/themes, and/or utilization of some of the techniques used (for example, the June 14 Open Meeting in Poughkeepsie simulated the Spring Retreat) are active testament to the Retreat's impact.

As mentioned often by Foundation President Schuyler Meyer, "retreat" is a misnomer, and such an event should really be viewed as an "advance": subsequent activity and development have demonstrated the impact of such gatherings.

A Fall Retreat is scheduled for Syracuse on November 30-December 1, and is being organized by SED in conjunction with Syracuse Community School and District. Tentative plans are to focus on workshops in the areas of parental involvement, restructuring the curriculum, business-school partnerships, Pre-K programming, etc..

The sharing of experiences and insights in these meetings is essential and urged by Community School participants. It has not been possible yet to close entirely the "upstate-downstate" gap for all the meetings; this is something that needs to be worked on during the remainder of the Project.

C. Multi- Tiered and Multi-Lateral Collaboration

As suggested earlier, the Project demonstrates a multi-tiered collaborative structure and process:

- between State Education Department and Edwin Gould Foundation

- between/among divisions of the State Education Department

- between SED and Department of Social Services, Department of Health, other State departments

- between Edwin Gould Foundation and each School

- between regional DSS departments and Community Schools

- between each school and other-than-school organizations and individuals

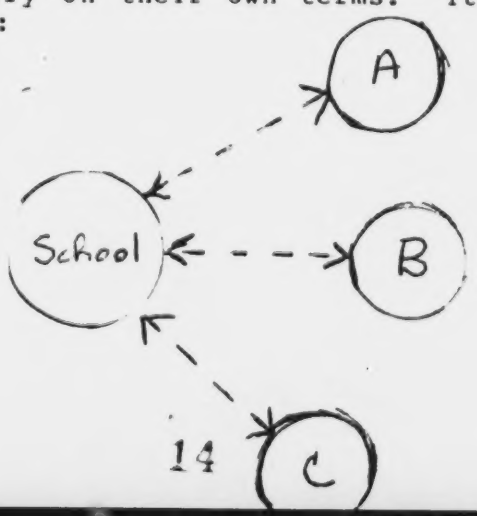
- between each School and its District office and staff

- between and among schools

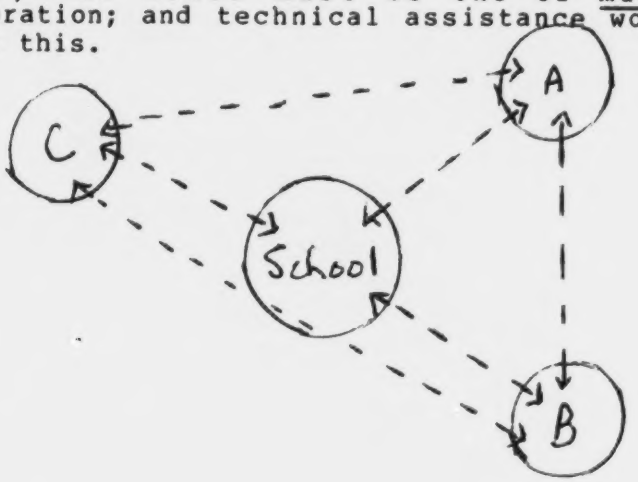
- within each school itself, between/among administrators, teachers, students, staff, parents, etc.

Perhaps the most critical mechanism to achieve this collaboration for each Community School is the local Advisory Committee. By organizing such a diverse and inclusive body, the Community School is in effect "opening out the discussion table" and bringing to that table additional and different individuals and organizations.

The kind of collaboration being sought, therefore, in the Community Schools Project is not simply unilateral, in which the School representatives invite other-than-school participants only on their own terms. It is not even simply bilateral:



Rather, the model must be one of multi-lateral collaboration; and technical assistance work tries to support this.



In some of the schools, there are "indicators" of this kind of movement. As examples, at the recent Regents visits, there were some instances in which people other than school representatives could discuss knowledgeably the Community School developments, needs, issues, etc..

D. **Reporting, Documentation, and Evaluation**

In order to capture the evolution of the Community Schools and to provide data for feedback and replicability, it is important to get all elements of a reporting and documentation process in place as quickly as possible.

Reporting and documentation adds an experiential component to the information already available from each School. It should be noted that precise baseline data is not readily available from the original proposals: most proposals provided more district-wide than school-specific information. Therefore it is necessary to reconstruct the baseline information about, for example, each school's earlier experience in collaboration, or existence of extended-day/year programming etc..

The reporting processes are designed to reflect a diversity of perspectives and simultaneously to further development of the Community Schools, specifically to:

* record the actual development and emergence of each individual school and of the project-as-a-whole;

* obtain input and perspectives from diverse participants, particularly other-than-school individuals and organizations;

* constitute a resource for learning and feedback to all Community Schools participants, particularly Coordinators;

* facilitate replication of the Community School model.

Some elements of the process are already in place. The Program Officer maintains daily logs, a periodic journal, prepares regular newsletters for distribution to participants, and forwards regular status reports (and other requested incidental reports) to the State Education Department. Technical Assistance Specialists prepare monthly activity reports and observations. Fourteen Advisory Committees are in place and/or in process of formation, and to date copies of Meeting Minutes are being received from six of them. Minutes are also kept of the monthly Statewide Advisory Committee Meetings.

An essential source of information on individual school development is the Coordinators themselves. Through Coordinators' meetings and individual Technical Assistance contact, Coordinators have been encouraged to do at least monthly reports (some have agreed to use the Advisory Committee meetings as the timetable for the Reports) and provide copies to the Program Officer. These reports cover basic plans for the month, progress on program features, and are submitted to their Superintendents, Principals, Committees, etc.. In addition, Coordinators are encouraged to include reflective observations and/or comments.

To date, such reports are being regularly forwarded by Coordinators of at least four Community Schools (Addison, Poughkeepsie, New York City Districts 4 and 27). Gradually, some "impressions" and comments are being included, for example:

> "The process of becoming a Community School requires change on the part of the total community....We have faced a challenge in this process, one which requires negotiation and mediation. I am certain that the agency involved (referring back to an episode in which a potential collaborating organization surprising pulled out of the collaboration

being discussed*) will address the concerns of the committee. It is important that issues are raised; that is the only way they can be addressed and resolved." (Geraldine Ballard, CSW, 9/30/88, p.3) (*note added)

"This month I feel more comfortable concerning our own programs as we hire staff and begin implementation. I am also encouraged by Community School staff persons' encouragement and willingness to provide resources and support." (Cindy Hunt, 8/1/88, p.4)

"...I am excited about the community school and think the students, parents, community resident, and CBO's share my feelings. I realize that there are many hurdles to overcome in the future, but the task at hand is more than worth any hurdle that must be met." (Michael Crawley, 8/23/88, p.1)

Besides being useful internal documents recording the ongoing evolution of each School, the reports also provide data used by Technical Assistance Specialists to highlight issues and respond. The Program Officer also periodically uses report information in feedback and further follow-up with Specialists and Coordinators.

As part of the relationship with the Regional Laboratory, the Addison and Malone Schools are also involved in a structured documentation process involving their "case study method". A joint meeting was held November 16 to review the process and discuss emerging information.

From the Project's beginning, it has been clear that there must be an innovative and comprehensive evaluation; monies were not provided by the Legislature. (At the May 1988 Retreat, participants were asked to identify what they thought were most essential to a good evaluation process (see Appendix E: Preliminary Evaluation Criteria and methods). After it was agreed that the evaluation should be organized directly by the State Education Department, the Foundation assisted the Department in organizing a meeting with other foundations with potential interest in supporting the evaluation (March 31, 1988).

In mid-1988, the Bruner Foundation decided to provide support for evaluation of 2 New York City schools. This process of selection is now underway.

E. Technical Assistance Staffing

With the addition of resources from the Foundation itself and the Regional Educational Laboratory for Educational Improvement in Northeast and Islands, the Project is able to offer a diverse array of assistance to the Schools. This is especially important given the uniqueness of experience, needs, and resources within each school, and also critical during the early "organizational/ initiation" stages of development. Assignment of Technical Assistance staff is as follows:

Cycle I	Binghamton	Lew Smith
	Rochester	Laura J. Pires
	NYC/CSD 7	Juan Rodriguez-Munoz
	NYC/CSD 16	Laura J. Pires
Cycle II	Malone	Paul Haley
	Poughkeepsie	Sr. Maryann Hedaa, Schuyler Meyer
	Syracuse	Tom Webber
	NYC/CSD 3	Laura J. Pires
	NYC/CSD 4	Juan Rodriguez-Munoz
	NYC/CSD 15	Lew Smith
Cycle III	Addison	Paul Haley
	Buffalo	Laura J. Pires
	NYC/CSD 2	Laura J. Pires
	NYC/CSD 27	Lew Smith

In addition, Foundation Special Consultant Cynthia Parsons has conducted special Workshops for teachers and staff in Addison, Malone, and Binghamton, at their request.

IV SUMMARY STATUS OF COMMUNITY SCHOOLS' DEVELOPMENT

A. Structure, Process and Partnerships

* Schools are in various stages of development, with each demonstrating a uniqueness based upon individual context and needs, previous experience and history, and time of designation as a Community School. Their individualities are affirmed, while simultaneously they are being assisted to move toward common characteristics inherent in the Community School mission and concept.

* Community Schools development involves not only programs/services but also process--ie, continuous expansion of number and type of individuals and organizations participating in the development and implementation process. Programs and services must respond to need, and need should be determined by diverse strategies and sources. These should both always be guided by the overall purpose of the Community School Project and mission.

* As of September 1988, certain trends of development can be roughly identified, by analysis of programs and services developed and/or implemented, review of written materials, and participant-observation (4). It must be emphasized that this is developmental information, presented at an "open moment", when changes are still underway.

* Structurally, 100% (14) of the Schools have Advisory/Steering Committees in place or in active formation ("active" meaning that at least one meeting has taken place).

* Binghamton has both Steering and Advisory Committees, and Rochester has a Steering Committee and is organizing an Advisory Committee. 11 have full-time Coordinators, and the remaining 3 expect to have Coordinators in place by December. The remaining Schools are expected to have these in place by December 1988.

* Over 400 people have been involved to date in Advisory Committee activity throughout the State; at least 130 separate organizations are represented.

* Within the existing Committees, the two highest separate categories of participants are COMMUNITY-BASED ORGANIZATIONS (Senior Citizen Centers, Settlement Houses, Community Health/Mental Health Centers, United Way, Urban League, local ethnic organizations, Neighborhood Centers, Statewide Youth Advocacy, etc.) and DISTRICT STAFF. PARENTS make up the third largest participant-population. At present it should be noted that current information also suggests that DISTRICT STAFF and SCHOOL STAFF, when

4. See Working Document (Laura J. Pires, September 13, 1988) for fuller statistical summary of program, services committee structure and staffing, and nature of collaboration.

combined, make up the largest participant-population. In this phase of initial formation of Advisory/Steering Committees, efforts are being made to "cast a wide net" and be as inclusive and diverse as possible. Committee size, composition, structure and process will undoubtedly change as experience warrants.

* Nine Schools already have or plan to have on-site services/programs offered by collaborating organizations.

* Seven of the fourteen schools (Addison, Malone, Poughkeepsie, Rochester, Syracuse, NYC/CSD 4 and 27) have developed and distributed needs assessment surveys. While not all of the returns have been analyzed, a first reading shows a varied but overall positive response. Rochester pulled a 78% return on their health needs survey and used the results to design a proposal for a school-based health service. Addison, advised to expect a 5% return, has gotten closer to 16%. While a few were negative and some revealed tax-related concerns, the Addison Coordinator intends to address these negative responses and legitimate concerns when she meets with various community organizations. Armed with available facts, she hopes to "disarm" the critics (10/31/88 Report).

* A major and very effective collaboration initiative has been the one spearheaded by Social Services Commissioner Perales. In at least 4 of the upstate Advisory Committees, the local Commissioner's liaison has been an active participant (in one, Malone, the Commissioner himself has been a member of the Committee). In addition, the Department has explicitly encouraged the Schools to seek DSS funding and local service providers to work jointly with the Schools.

B. **Extended Day/Week/Year Program Development**

* As of November 1, 1988, all 14 Community Schools have some extended-day activity, in either AM or PM hours, (in all but one School, this is on-site activity) ranging from full-day Pre-K programs to tennis, Side by Side Writing to Read (mothers and children working together at computers), to 8am Mysteries of the Deep sessions, homework assistance, and dance. While there is a wide range of program and service, the largest number developed to date can still be identified as "academic enrichment/assistance" and occur mostly in afternoon hours, following the "regular" school day. Some schools also have Saturday programs in place (Syracuse Saturday

School, Rochester Classes in Vietnamese Language and culture, etc.).

* As demonstration of moving toward the extended-year, Summer 1988 Programs were implemented in seven (7) Community Schools, including for example, full-day Kindergarten, full-day Pre-K, bilingual programs for children and adults, recreation and trips, reading and math assistance, health education and service, peace education/conflict resolution, geography/astronomy enrichment, karate, music instruction, etc.. At least 15 other-than-school organizations collaborated with school or district staff in implementing these programs. Several programs involved children and their families. (See examples on the next 2 pages.)

V EXAMPLES: SUMMER PROGRAMS 1988

DISTRICT	PROGRAM/SERVICE	TIME	POPULATION	COLLABORATING ORGANIZATION
NYC 3 (M)	Full-Day Kindergarten	9-3pm	3 classes K	
	Summer Pre-K	9-3pm	2 classes 4-yr olds	
	Recreational Reading/ Math Concepts/Trips	9-3pm	4 classes, 1st-6th graders and parents	
	Vacation Day Camp	9-3pm	1st-4th graders	
	Summer Promotional GATES Program		4th graders	
	Breakfast and Lunch		Children and parents	
NYC 4 (M)	Bilingual Summer Schl Program ESL	8:30-12:50	Adults 16 and over	
	Bilingual Summer Schl Program ESL	8:30-12	Children ages 5-16	
	P.A.L. Recreational	8:30-1pm	Children/Teens 5-18	P.A.L. (Police Athletic League)
	Remedial Summer Prog.	8:30-12	Children ages 5-16	
NYC 15 (BK)	Full-Day Kindergarten		Kindergarten children	
	Summer Promotional GATES Program		4th and 7th graders	
	Supper	M,T,Th	Children and Adults-open to community	
	Peace Education	M-F	Children and families	NYC/BOE Educators for Social Responsibility
	Recreation and Trips	M-F	Children and families	NYC Department of Parks
	Special Art Projects	M-Fam	Children and families	Studio in a School Associates
NYC 27 (Q)	Full-Day Pre-K	8:30-3pm	4-year olds	
	Full-Day Kindergarten	8:30-2:30pm	5-6 year olds	
	Recreation and Music Instruction	8:30-4pm	All school-age parti,	P.A.L.(Police Athletic League)
	A.S.P.E.C.T.S. Recreation Program	8:30-3:30pm	1st-6th graders	A.S.P.E.C.T.S. Drug Prevention Program (NYC/BOE)
	Girls Club	9-12(5wks)		Girls Clubs
	Boys Club	1 wk camping trip		Boys Club (and Principal)
	Summer Promotional GATES Program	10:30-12	4th graders	
	School Health Program	8:30-4pm	Students and siblings	Jamaica Hospital
	Health Club (dietary/	9-4pm -	1st-6th graders	Jamaica Hospital

13A

	health recreation)			
	Breakfast/Lunch		Open to all under 18	
BINGHAMTON	Enrichment (Geography/ Astronomy,etc.)	8-12	650-700 students	B.O.C.E.S.
	Summer Fun	9-5pm	100 students Pre-K to 14 year olds	City Department of Parks and Recreation
	Summer Music	9-1pm	Music Students	
ROCHESTER	Summer School	9-3pm	Children 5-12	Saint Simon's Church
	Pre-K	9-3:30pm	Pre-K 4 year olds	Lewis Street Center
	Vietnamese Language and Culture	Sat am	Children and adults	Vietnamese Commun. Org.
	Gospel Unique	1 week	Children	Gospel Unique, Inc.
	ESOL	8-11:30am	Adults	

(Excerpted from Working Document: New York State Community Schools Pilot Project,Status as of September 1988)

* Other 1988 summer activity included continued planning and needs assessment (by written survey, open meetings, Advisory Committee/small group discussion), Advisory Committee formation, recruiting/screening for full-time Coordinator, searching for space, and teacher workshops. This is indicative of the kinds of activity and planning that can facilitate the development of dynamic "Community School year" calendars.

* Overall, the student population appears to be the prime focus of program development so far, as measured by time periods and type of program/service offered. The Pre-K population (4-year-olds, although one District, 16, will have a program for 3-year-olds) appears to be the next highest target population. This is significant in light of the overall Community School mission, focusing first on the needs of children and their families, then moving outward to meet needs of other segments of the population.

C. **Restructuring the Educational Day**

* One of the long-term objectives of the Community Schools Project is to effect "deep structural change" in education. This mandate was emphasized in the first meeting of the Foundation's Statewide Advisory Committee, during which Commissioner Sobol shared his vision--one which was readily agreed to by the Committee--and reinforced again in the Commissioner's presentation to the Community Schools on March 7. (A key message from that presentation is presented at the beginning of this report, and is used frequently in Foundation Project documents.)

* A full definition of the envisioned change must include the development of the expanded collaborative relationships within and outside the school itself - in a sense, a "different way of doing business", by having different, additional people examine the question: "What other services and resources are needed and how can we together provide them"? The definition also includes a commitment to look at the second question: "are there things we should be doing differently in the 'regular school day', should the 'regular school day' be structured differently, etc.?"

* Accomplishing such long-term objectives presents a major challenge. With much of the initial "organizational/structural" work underway (notwithstanding the degree of work required to

accomplish these), there is a real potential for ignoring or at best sidetracking work on internal change. It is also a real challenge to know exactly how this should be accomplished in 14 different settings, and to carefully nurture and affirm those efforts which may be already in place.

* Nonetheless, this is an area where preliminary steps are being taken, and following are some examples:

* In those schools where there exists an internal structure concerned with school improvement (eg, comprehensive school improvement planning committee, school improvement planning committee, school-based planning team), efforts are being made to integrate these with the Community School development process. Merger of these processes is more likely to enhance the impact of both on school and community performance and change.

* In Buffalo, the Principals have collaborated with teachers and parents in CSIP committees over almost a 3-year period (since first designation as a C.A.R. school) to identify not only areas of student performance need but also environmental areas (eg, school spirit and communications) that need to be addressed, and have devised specific strategies to be carried out. On October 22, (a Saturday morning), teachers, parents, and teacher aides of both the Early Childhood Center and the Herman Badillo Community School were engaged in a Workshop structured first to hear reports on the CSIP goals and to solicit members for 7 Committees, and secondly to, brainstorm about: "If you could design a school program for the at-risk child that would involve the community, with no limits on time or money, what would you do?" It was a beginning, an effective one to encourage Community School participants to "push the parameters of the possible". This expansiveness is, incidentally, supported wholeheartedly by the Superintendent.

* In NYC CSD's 15 and 7, the Community Schools have chosen to collaborate with the College for Human Services in beginning to

adapt the human service curriculum (already adapted for a Junior High School program in District 4) to the elementary levels. P.S. 38 (Brooklyn) has been working with the College's Curriculum Developer since June, and one sixth-grade teacher is teaching a class according to the adaptation. P.S. 30 (Bronx) faculty have participated in an orientation session. Selected teachers will begin to work with the Curriculum Developer in the coming months. The College design requires an initial 24 hour orientation session for teachers and provides the services and presence of a supportive Curriculum Developer during implementation. (Initial drafts of the early service curriculum adaptations are available.)

* In P.S. 155, where there has also been a long effort of teachers becoming involved in CSIP planning, there have been initial discussions about merging this with the Community School development process.

* In Rochester, where early-morning programs are now in their second cycle, there has been some informal discussion about the potential for integration between those and the content of the "regular school day". Largely because of frequent contact, ongoing shared experiences, and verbal discussion of that experience and its benefits, the possibilities are emerging. As an example, one teacher reported that on a recent morning, after listening to the excited chatter of some students entering her "first-period" class, she decided to "build on" that "chatter" (about cooking) and moved into discussion of ingredients, measurements, etc..

* In the next phase of development of the Community Schools, this issue and potential needs to be addressed more fully.

* It is also clear the NYSED reorganization and transfer of responsibility for Community Schools to the office of School Improvement and Support will have major impact on the emerging definition of this change, and other resources available to support it.

D. **Generation of Other Resources**

* As urged by Parsons' early feasibility study, (see Appendix F: Issues Key to Success of any Community Schools Project) Community schools developers need to use the special funding in ways that can be called "smart money". The maximum $150,000 grant surely cannot meet all the required resource needs, but can serve as "seed money" and have multiplier impact.

* As examples of this "smart" use of the grant, the Community Schools have generated at least $1.5 million in State Pre-K monies for full-day programs (all except Syracuse). In addition, several Schools have responded to DSS Requests for Proposals (DSS has centrally and locally been most supportive in making available resources to the Schools), and at least 3 (Poughkeepsie, Rochester and District 15) have been informed that they will receive a grant for School-Age Child Care Programs. District 4 and Rochester are also applying for DOH-funded School-Based Clinics (District 4 a re-submission). In several instances, School and District grant-writers have indicated their use of the Community School designation as an added characteristic to interested potential contributors and/or collaborators.

V PRELIMINARY OBSERVATIONS AND NEXT STEPS

At this critical juncture of development of the Project (using the Regents visits as perhaps an important milestone), several preliminary observations can be identified. They can serve not only as indicators of movement toward the overall goals, but also--by highlighting certain issues--as impetus for action in some areas.

1) As indicated throughout the Report, the Schools are moving at different paces toward transformation into Community Schools. Some are further ahead in Advisory Committee development and collaborative process; others in designing and implementing "extended-day" programs and/or summer programs; others in involvement of teachers in planning and carrying out various parts of "extended-day"programs, needs assessment activities or involvement of parents; still others in organizing needed services in collaboration with large service providers or community-based organizations; and still others in

tackling other aspects of "restructuring" (eg, curriculum change). Some have implemented features of each of these.

As one Coordinator has stated frequently "we don't have a mandated road map" (Merrilyn Parks), a factor which has been explicitly appreciated by many of the Schools. At the same time, the overall mission demands some commonalities.

2) With this actual experience, it is appropriate to revisit the initial Project mission definition. This is being done by the Statewide Advisory Committee. In addition to the original mission sources, especially as stated by Commissioner Sobol, there are several other histories and sources which can be integrated, eg, the CSIP origins and experience; Most Effective Schools research and findings; Community Education movement and developments; the growing acknowledgment that "education of all demands the collaboration of all" (a notion emerging especially from Community Schools discussions about National Community Education Day); and growing convictions about the need for real partnership. In dialectical fashion, the Community School Project represents a real convergence of a number of important historical strands.

3) The Project was initiated with SED and Regents commitment to flexibility, creativity, and "business not as usual". It can be asserted that this has certainly been the case. (One can also risk speaking here for Community Schools participants as well.) More than one person has noted the responsiveness of SED, the willingness to hear specific needs and situations and try to get institutional response. The Project being lodged in the Office of Policy Analysis in developmental stages has clearly reinforced this posture, and that Office has been most effective in identifying and negotiating responsiveness/resources of other divisions.

4) The State Department of Social Services must be specifically cited for its collaborative stance and action. This positive support was manifested first by the Commissioner's explicit commitment and sustained follow-up by top central staff. In addition, however, the collaborative posture has been actively demonstrated by presence and resources. RFP's have specifically cited Community Schools and urged service providers to collaborate with Schools in application. The "No Time to Lose" documentary has been introduced to Community Schools by the DSS Decade of the Child Director (Alex Douglas) and been used to help focus and expand needs assessment activity.

In any major change effort, modelling of desireable behaviors (individual and organization) is critical. In this case, DSS organizational modelling of the "propensity to collaborate" has helped other State organizations to respond. NYS Department of Health, for example, has also begun to cite Community Schools in selected RFP's.

For maximum effectiveness of Community School development - especially if Project expansion is anticipated - this multi-organizational pooling of resources should be institutionalized, and perhaps streamlined. The recent "Integrated Request for Proposals" from NYS/DSS is a step toward a streamlined application process and encouragement of CBO involvement.

5) The recently-announced SED reorganization --in which Community Schools Project will be transferred to the Office of School Improvement and Support--will clearly have an impact on Project and School definition, resources, and direction. The transfer will be in effect as of January 1989. There has as yet been no specific discussion on the implications for the Foundation role in this transfer.

6) When a change effort is undertaken with serious intent, it usually attracts like seriousness. This therefore reinforces the necessity of time and continuity. As one

Advisory Committee member stated (District 2, October 19, 1988): "I want to know how much time we have; to really do it right, we'll just begin to get our thoughts together in a year". There are obviously implications here for legislative, Governor, Regents, other broad-based support, funding, plans for expansion, etc.. (The concern about continuity was voiced to Regents by several Community Schools participants at the recent Regents visits.) Time is also required to demonstrate the dimensions and requirement of real partnership and collaboration.

7) It is time to tackle more directly the issues of structural changes, not only changes in relationships and roles, but also moving toward changes in definition of "school", "educational day", etc.. As the Report indicates, there is some movement in these areas. We--the full Project community--need continued discussion about optimal (and baseline) approaches to this: integration, lengthening the "regular school day", revamping total curriculum, nature of collaboration, etc.. Again, this is an area where the transfer of the Project will probably have impact.

8) Effectiveness of merger of school improvement and Community School development processes will undoubtedly influence the degree that the Community School is more than "add-on" activity, and simultaneously the degree of impact on school performance. Technical assistance is now focussing on work with the Schools to examine this connection and more toward purposeful integration.

9) Even though 14 schools statewide is a very tiny percentage (.58%), the Community Schools experience provides something of a "critical mass" that can have much greater impact. This has been suggested in several exploratory discussions with other organizations, and will be further followed up. For example, in discussions with United Way and Statewide Communities Aid Association, it was preliminarily agreed that emerging experience and data from this effort would be usefully shared with them as they

move to develop policy and/or actions for change. As another example, discussions with two other Foundations involved in educational/collaborative efforts indicated that similar findings are emerging about the requirements for such collaboration.

10) At least two important organizational/structural findings are emerging to support and/or elaborate upon the initial findings from Parsons' initial Feasibility Study (Appendix F). a) The role of the Coordinator is critical, and especially effective when the Principal-Coordinator team is effective and mutually-supportive. "Building" leadership and commitment is essential, but also required is the expanded ability to organize, make contacts and establish relationships, follow up, and continually further the collaborative work. b) The commitment to "smart money" (mentioned verbally by parsons at the March 7th meeting) makes a difference in the Community School's degree of expansiveness and collaborative stance.

As suggested in the foregoing pages, most of the Community Schools have moved through initial development stages. Advisory Committees are in place for all; full-time Coordinators should be in place for the remaining three Schools (NYC/CSD 3, 15, and Buffalo) by early December; an initial roster of "extended-day" programs have been organized in all; and service needs are beginning to be met.

In addition, the current Regents Visits have facilitated a self-assessment process, since we have tried to use that milestone as a mirror and impetus for further action. As this point, Technical Assistance Specialists will work with each School to identify specifically its goals for June 1989, general strategies, and how these will lead to achievement of the mission.

Continued work is still needed. However, it can be suggested that Schools can now move into greater "depth-work": ensuring diversity and inclusivity (functional, ethnic, organizational, ideological, etc.) in Advisory Committee process; addressing issues of integration, restructuring content of offerings as related to outcomes; devising internal methods of assessment; making recommendations for broader required changes; and

ultimately ensuring that continued development of the "Community School" in indeed the same as development of "the School itself".

The next phase of technical assistance and support to the Schools will be guided by this general assessment, which has emerged from participating, sharing, listening, and reflecting. Thanks and appreciation are extended to all participants, and especially Technical Assistance team members.

Each of the Schools is unique--in emphasis, in approach, in personality. This individuality demands a diversity of approach and response, while the change mandate demands simultaneously a unifying focus on standards of long-term impact. Our work and contacts will continue with respect for uniqueness, commitment to long-term change, love for all participants, and most importantly, the conviction that there is "no time to lose".

VI "VIEWS ABOUT US"

Ongoing documentation of an effort such as the Project is always occurring both internally and externally. This section presents a variety of voices and perspectives-from children, news media, staff, elected officials, and administrators - on the developing Community Schools, and the Project itself.

"VIEWS ABOUT US..."

NEW YORK CITY BOARD OF EDUCATION

RECOGNITION OF P.S. 83/ALTERNATIVE EDUCATION COMPLEX JHS 117, COMMUNITY SCHOOL DISTRICT 4, MANHATTAN, AS A COMMUNITY SCHOOL PILOT PROGRAM AND FOR THEIR PARTICIPATION IN NATIONAL COMMUNITY EDUCATION DAY

Proclamation

WHEREAS, *the Chancellor of the New York City Public Schools is committed to providing quality education for all children and encourages school-parent-community partnerships to achieve this goal; and*

WHEREAS, *the New York State Education Department awarded Community School Pilot Project grants to seven community school districts in New York City to make schools available for community use, from early morning to late evening, to foster a collaborative relationship with parents, community based organizations, public and private agencies to offer a wide range of services to meet the diverse needs of the children and community; and*

WHEREAS, Tuesday, November 15, 1988, *has been designated National Community Education Day — "Today's Kids...Tomorrow's Leaders" — by the National Community Education Association, Council of Chief State School Officers and the National Association of State Boards of Education to reaffirm this effort; be it therefore*

RESOLVED, *that the Chancellor commends the staff, students, parents and collaborating organizations for their perseverance, dedication and commitment to the children of this City; and be it further*

RESOLVED, *that the Chancellor recognizes the celebration of National Community Education Day and supports these efforts to establish school-parent-community partnerships.*

Respectfully submitted,

RICHARD R. GREEN
Chancellor

PROCLAMATION

WHEREAS, Community School No. 14 of the Rochester City School District is one of only 14 sites in New York State chosen to be a community school site by the State Education Department, and

WHEREAS, the faculty, staff, and administration of Community School No. 14 designs and implements exceptional, multifaceteted educational programs resulting in a successfully interlaced school and community, and

WHEREAS, the programs are modeled by both staff and parents, inspiring the entire school community to work together, and

WHEREAS, enthusiastic and dedicated faculty and staff have initiated and maintained several Extended Day and Family Art classes, including Adult E.S.O.L., Health, Job Preparation, Computer Training, and Cooking, and

WHEREAS, expertly designed multigrade projects, such as Books and Beyond and Talents Unlimited, enhance the existing educational program by emphasizing the uniqueness of both the learners and their families, and

WHEREAS, School No. 14 provides diverse educational programs to serve various needs in a united school and community, where all kinds of students learn not only from the faculty and programs but also by experiencing each other,

NOW THEREFORE, let it be known that we, Thomas P. Ryan, Jr., Mayor and

Thomas Frey, County Executive, do proclaim November 15, 1988, to be

COMMUNITY EDUCATION DAY

in Rochester and Monroe County, and praise the Chester E. Dewey Community School No. 14 as an exemplary school which is establishing an invaluable educational partnership among students, teachers, staff, administration, and parents to create an unequalled contribution to our entire community.

Office of the President
of the
Borough of Manhattan
City of New York

Proclamation

Whereas: WE FIRMLY BELIEVE THAT EDUCATION CAN INDEED BE THE KEY TO A BETTER UNDERSTANDING OF OURSELVES AND OUR COMMUNITIES; AND

WHEREAS: THE ROLE OF EDUCATION IN PREPARING OUR YOUTH FOR PROSPEROUS AND PRODUCTIVE ADULT LIVES CANNOT BE STRESSED NEARLY ENOUGH; AND

WHEREAS: THE EDWIN GOULD FOUNDATION AND THE NEW YORK STATE EDUCATION COMMUNITY SCHOOLS PROJECT ARE COLLABORATING TO TRANSFORM PS 185, PS 208, PS 126 AND JHS 117 INTO MODEL COMMUNITY SCHOOLS; AND

WHEREAS: THESE SCHOOLS PROVIDE MUCH NEEDED SUPPORT SERVICES TO THE COMMUNITY INCLUDING DAYCARE AND LATCHKEY PROGRAMS, NUTRITION SERVICES, DRUG PREVENTION ACTIVITIES AND COUNSELING FOR EACH STUDENT'S NEEDS; AND

WHEREAS: THE FUTURE OF OUR INDIVIDUAL COMMUNITIES AND OF OUR COUNTRY RESTS ON THE EDUCATIONAL PREPAREDNESS OF OUR YOUTH TO MEET THE CHALLENGES AHEAD; AND

WHEREAS: NATIONAL COMMUNITY EDUCATION DAY PAYS TRIBUTE TO OUR YOUTH WHO ARE "TODAY'S KIDS--TOMORROW'S LEADERS,"

NOW THEREFORE, I, DAVID N. DINKINS, PRESIDENT OF THE BOROUGH OF MANHATTAN, IN RECOGNITION OF THE IMPORTANCE OF EDUCATION DO HEREBY PROCLAIM TUESDAY NOVEMBER 15, 1988 IN THE BOROUGH OF MANHATTAN AS

"COMMUNITY EDUCATION DAY"

IN WITNESS WHEREOF I HAVE HEREUNTO SET MY HAND AND CAUSED THE SEAL OF THE BOROUGH OF MANHATTAN TO BE AFFIXED.

DAVID N. DINKINS
PRESIDENT
BOROUGH OF MANHATTAN

Office of the Council

CITY OF NEW

Proclamation

Whereas: Governor Mario Cuomo has said, "Children are ours and we are theirs," and nowhere is our promise to the rising generation more [illegible] than in education.

Seven New York City community [illegible] all in economically distressed areas, will participate in the seventh annual National Community Education Day on Tuesday, November 15, 1988.

These schools are committed to making the theme of National Community Education Day, "Today's Kids...Tomorrow's Leaders," a year-round reality.

Part of a State-wide initiative, extended school day and week as well as year-round programs are being designed for these schools to meet their particular communities' needs, including full day Pre-K, latch-key, academic enrichment, and literacy programs.

The schools will be opened to the community by collaborative relationships with parents and community-based organizations.

Public and private agencies will bring in a wide range of services, including health care, counseling, early childhood intervention, literacy training, job skills, and intergenerational activities.

These activities and partnerships will demonstrate that the education of all children requires the resources and cooperation of all the community.

The people of the City of New York, proud of a centuries-old heritage of public education, concerned over the future of their schools, and desirous that they become once more the vehicles by which children are prepared for constructive roles in society, salute P.S. 25-K of Community School District 16, Brooklyn, for its participation in the New York State Community Schools Project.

NOW, THEREFORE: By the power vested in me as President of the Council of the City of New York, I, Andrew Stein, do hereby proclaim Tuesday, November 15, 1988 to be:

NATIONAL COMMUNITY EDUCATION DAY
in the City of New York.

Andrew Stein

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COMMUNITY SCHOOL DISTRICT 3

OF THREE I SING

Official Publication of Community School District #3
Vol. I, No. 4, Summer, 1988 Shelly Alpert, Editor

A DEMONSTRATION COMMUNITY SCHOOL FOR DISTRICT 3

The New York State Education Department and Community School District 3 have chosen P.S. 185 and P.S. 208 as a model site for a community education project. This selection will allow the schools to provide expanded educational services to students and parents. Michael Weinberg has been named Interim Acting Coordinator of this project.

The objective of a community school is to make the school a center of community activity with the expectation that the delivery of expanded educational, social and health services will be translated into improved educational performance during the regular school day. A community school is open all day to all age groups.

When it is in full operation, it will be open from 7 a.m. to 10 p.m., six days a week, 52 weeks a year. The "community school concept" represents a radical departure from traditional schools. The school will provide enriched arts-related thematic educational opportunities to pupils. In addition, instructional services offered by a community school may include homework assistance, tutoring and mentoring and related enrichment activities.

By next fall, the community school will have an all day pre-kindergarten program, after school classes and recreation activities for children and an evening program including basic literacy, GED and ESL classes as well as recreation for teens and parents. Our latchkey program will eventually provide breakfast, lunch and dinner as well as day long education and recreation for children. All the school's activities will be focused on improving opportunities for academic and social success. The informal, small group activities after school will build relationships between adults and children that encourage positive attitudes toward school and learning. Teachers will be able to lead activities that make use of their special interests and talents. This may encourage them to re-think and reshape their regular classrooms. All of this will be accomplished through cooperation with an array of public agencies, community organizations and private businesses as well as neighborhood residents. Intergenerational activities, bringing together senior citizens and teenagers as tutors and mentors for young children will be a feature of the school. Special collaborative relationships will be expanded or initiated with agencies such as: Studio Museum of Harlem, Children's Art Carnival, City College, Northside Center for Child Development as well as many elected local, state and federal officials. Support services may include daycare as well as social and health services such as nutrition, drug prevention activities and counseling adapted to each student's needs.

Bringing health and social agencies into the schools will help families find solutions to problems that affect learning but have sometimes been beyond the reach of schools. The community school, by addressing these issues will create an environment for learning that we hope will insure success. Through an arrangement with the State Education Department, the Edwin Gould Foundation for Children will work with the schools on an ongoing basis to plan and implement the model community schools project.

Pearl Jones and Corine Pettey, the principals of P.S. 185 and P.S. 208 enthusiastically endorse the concept of the community school and they are working hard to make it a reality. They have stated, "We hope that the Community School Project will create a partnership joining community, our parents and our school to make better lives for our children and their families."

Art work and Graphics, *Jeanne Rotunda*

P O U G H K E E P S I E

P R I D E

Poughkeepsie City School District Vol. 8/No.3/July 1988

State Declares Morse a Site Worthy of Funding

Poughkeepsie encompasses an area of 4.5 square miles. Its boundaries are limited by smaller surrounding townships. The community's growth over the past 301 years has left little room for physical expansion. Although the city is limited in space it is not limited in its resources.

Operating on the premise that the Poughkeepsie City School District has much to offer its community members, and vice versa, a grant application was designed in the hope of securing state funding for the development of The Community Sites Project.

Effective March 1, 1988, Dr. Thomas Sobol, New York State Commissioner of Education, announced the grant had been approved in the amount of $75,000. The district was one of 10 in New York State chosen to receive a Community Schools grant in 1988.

As stated by School Superintendent James B. Clarke, Jr., "The grant award will allow the district to enhance and expand existing programs by inviting local agencies and businesses to collaborate with school administrators, staff and parents to meet student and community needs more comprehensively in our small city environment."

The public was invited to partake in the kick-off of this new and exciting endeavor. On June 14, the district held its first official meeting of the Community School Project Committee. At this time, local agencies and businesses were asked to work together to support families and the community with services such as: extended day programs, cultural enrichment, adult education, recreational activities, social services and health care—to be provided on the school site. Mini-workshops, held that evening, revealed a variety of possibilities — ranging from before and after school child care to evening-attended hands-on-computer experience programs for adults.

The impressive turnout of approximately 100 participants included Mrs. Robert Bleakley, representing the Mayor of Poughkeepsie, and Ronald G. Laferriere, President of the Poughkeepsie Area Chamber of Commerce. One of the guest speakers, John Battistoni, Commissioner of the Department of Social Services reinforced the district's convictions that the project will be an asset to the community. Ms. Laura Pires, consultant to the project and a representative from the Edwin Gould Foundation for Children, cited examples of other districts within the state who have successfully pursued similar endeavors. Pires stated that by working hand-in-hand the dream will become a reality.

Students at the Morse Young Child Magnet School enjoy a bubble break on a hot summer's day. The treat was part of their annual field day activities.

End of the Year Message

The 1987-1988 school year has drawn to a close. The Board of Education and I wish to express our appreciation for the efforts of our staff members throughout the year. We applaud their many achievements and recognitions. The district benefits greatly from their hard work and careful consideration in meeting student needs. The fine classroom instruction on the part of our teaching staff, along with the everyday assistance of the paraprofessional, nursing, clerical, custodial and cafeteria staff, help administrators to develop a harmonious and successful learning environment. Without their dedication we would not be able to provide the many programs and activities made available to our students.

Summer offers an opportunity to examine what has been and what might be for the district. We will take this time to reflect, preparing for an even better 1988-1989 school year.

Enjoy a safe and happy summer!

James B. Clarke, Jr.
Superintendent of Schools

11 College Ave. / Poughkeepsie NY, 12603

NOTICE FOR PARENTS:
During the course of the year, district staff interview and photograph students for district publications. Parents who prefer their children not be photographed or quoted are requested to contact the Public Relations

RESIDENTIAL CUSTOMER LOCAL

I Love Books and Beyond

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"I liked seeing the things we got from our affle tickets."
Mark

"I like to read and do my work. The eason I like to read is because I can learn ow to read different words."
Jerrod Thomas

"Books and Beyond has improved my reading, and I love to read books. My teacher reads many tales and gives clues to solve the story."
Andre Chatman

"Books and Beyond has helped me learn a lot of new words."
Dovangkeo Vandy

"It's fun. I like to read books in Books and Beyond. Boods are very very very very fun to read. I like them."
Doria Smith

"It is good to read books, and it is fun to read. It makes you smarter."
Malony

"Books are fun. When you read a book, you imagine you are in the book."
Kissanet

I Love Books & Beyond (Continued)

"Books are beautiful and nice, and I like reading them."
Tiffany Smith

"Books make me feel good. They are peaceful to read, and I like the prizes. I read to my parents."
Renita

"It is so fun to read. When I don't have anything to do, I read a book. I like to help my brother read too. I read a lot in my house."
Glendaly Arroyo

"When you don't have anything to do, you can read. Reading is very educational."
Dottie

"It was a way to get involved in doing more reading and learning to read better. It was a way to get higher in reading."
Sharisse Harris

"Learning to read better can keep you out of trouble. It's fun to read."
Charmaine Brothers

"If Books and Beyond hadn't come along I wouldn't have read all the books I read this year."
Denise

I Will Keep Reading

by Kissanet Tekle

Mrs. Delehanty was my teacher this year. It's fun reading f **Books and Beyond.** I read a lot of exciting stories. I liked readin about dinosaurs. I learned that there were many different kinds and they lived a long time ago.

I liked the book about the Gingerbread Boy.

I like to read. It's my best subject in school. I will keep reading.

I'm glad Mr. DiBiase made **Books and Beyond** come to our school. We all learned something.

Kissanet Tekle (right) with her friend, Chathvy

What We Like About Books & Beyond

If there is one thing required to make Books and Beyond a success story, it's a champion. At #14 School in Rochester, Franklin DiBiase is that champion. He recalls a hectic day in May when Lori LaBarbera, Director of Chapter 1 Reading, called to ask Frank for data that could be used to support the program. "It was just one of those bad days," recalls DiBiase. "Another thing to do."

Not one to procrastinate, DiBiase took a pen and pad and set out to ask people in the building what they thought about Books and Beyond. Thei responses made his day. "I had no idea people had such a positive feeling about what we had been doing."

Some of those responses to Frank's question, "What do you like about Books and Beyond?" follow.

ADDISON COMMUNITY SCHOOL

LATCH KEY PROGRAM

The Latch Key program at Tuscarora Elementary School is off to a great start! 31 children participate on a daily basis, in the after-school child care program for children grades Young-Kindergarten through 6

During the first week of operation, the children spent much time constructing a paper mache *Garfield* for the Community School Float in the '88 Homecoming Parade. For the parade, our Latch Key Kids were on the float and some of the older kids and the high school staff handed out balloons to the gathered crowd.

Other activites have included weekly swims at the High School pool, a nature walk, various arts and crafts, snacks linked with Olympic events in Korea, and the viewing a film strip on IALAC -- I AM LOVEABLE AND CAPABLE

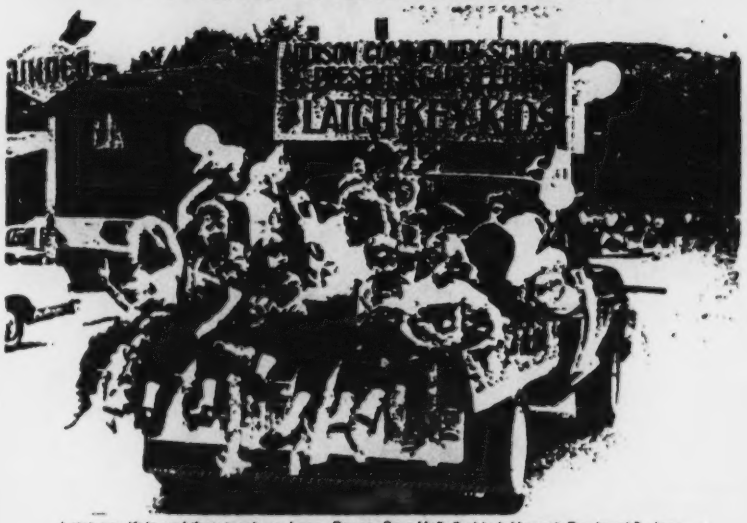
The Latch Key program is staffed by **Mary Perham** and **Kathy Raker**, assisted by **Bethany Wallenbeck, Missy Cunningham** and **Teresa Hoad**, who are participating as part of the high school Early Childhood Education course.

Cindy Hunt, Coordinator of the Addison Community School, sends thanks to the following people who helped make the Latch Key Garfield float for the Homecoming Parade:

Mike Johnson (who generously loaned his freshly painted truck!);
Hal Sisson (who lettered the signs);
Mary Meyers, Dick Willis, Charlotte Griffith, Nancy Risley and **Diana McFarland** (who all loaned stuffed Garfields);
Missy Cunningham, Debbie Houghtaling Teresa Hoad, Mary Perham and **Kathy Raker** (all of whom helped with the float in the parade).

A special THANK YOU to **Harry** and **Sandy Hall** for offering their house as the construction site, and to all of the Latch Key Kids and their parents for participating!

The Community School Latch Key Kids' Garfield float in the Homecoming Parade. Teresa Hoad, Debbie Houghtaling, and Shannon Sullivan give baloons to the crowd.



Latch key Kids and their teachers: Lacey Bovee, Sara Hall, (behind: Hannah Pawlowski), Jane Argensinger, assistant Kathy Raker (behind: Raymond Skinner), Derrick Sullivan , Derrick Water, (behind Brandon Sullivan)), Mary Perham, coordinator, peeking over the baloons

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Mary Perham is the **Coordinator** of the Community School's **Latchkey Program**. She has a B.S. in Education from Geneseo and a Masters in Education from the University of Cincinnati in Ohio. Her teaching experience includes 10 years in Special Education at Wayne Finger Lakes BOCES and 4 years as Director of Religious Education at St. Mary's, both in the Canadaigua area.

Mary was born, brought up and lives in Woodhull, and is a graduate of Jesper High School. She enjoys watching and participating in sports (except Sumo wrestling), crafts, old movies and music. Her aspirations are to publish a best-selling novel, travel to Great Britain or Finland (whichever comes first), and ride a Grand Prix show jumper... if she ever learns how to sit a canter!

"I enjoy children and their view of the world. I believe in their innate creativity and curiosity and hope to be able to give them room to grow in a structured situation, as well as serve this community in a practical way."

Kathy Raker, Latch Key Helper.

Derrick Sullivan and the Kids' paper mache Garfield

Kathy Raker is the **Helper** in the after school Latch Key Program. She went through the Addison school system and graduated in 1974. She studied psychology and child psychology at Cayuga Community College. For 4½ years Kathy was a teacher assistant with preschool Speech and Language Delayed Children at the Onondaga-Cortland-Madison BOCES.

While in high school, Kathy organized and directed a baton corp, and after graduation she started the Addison Ka-ette baton group for children from 4 to 12 years old. She still enjoys twirling baton, as do her girls, Nichole and Stacee, and is considering starting the Baton Corp again.

"I look forward to making the Latch Key Program a success; to helping children learn while they are having fun and to showing them what their school and community have to offer them."

Community School Board Two

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Acknowledgements

Robert Stutman, chief of the New York branch
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Ms. Taylor and Mr. Mishaan are members of
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'Musical comedy i
serious business
when it comes to
the fight against
drugs." L.Taylor

"BROADWAY AGAINST DRUGS"
an original musical comedy tribute to
U.S. Attorney Rudolph W. Giuliani
by
Rudolph Mishaan and Linda C. Taylor
with additional lines and lyrics
by
Tom Nardone
Musical Staging and Direction
by
Tom Nardone
Assistant: Millie Rodriguez
Jacob Klein, Principal
Anthony J. Alvarado, Superintendent District 2

United Nations Dag Hammarskjold Theatre
New York October 25, 1988

We dedicate this performance to Police Officers
Edward Byrne, Chris Hoban, Michael Buczek
and to all of the heroic law enforcers
who have given their lives
in the fight against drugs

This special event is sponsored by
The U.S.Mission to the United Nations

"BROADWAY AGAINST DRUGS"

Act I

Scene I . . . . . Hell
Scene II . . . . . Mona's NYC Apartment
Scene III . . Outside Mr. Giuliani's Office
Scene IV . . Inside Mr. Giuliani's Office
Scene V . . . . . Press Club

Act II

Scene I . . Alleyway of Raymundo's Hideaway
Scene II. . . Raymundo's Hideaway Nightclub
Scene III . Alleyway of Raymundo's Hideaway
Scene IV . . . . . It Can Happen Anywhere

Finale

About the play . . . . . .

"In the grim streets of the Lower Eastside drugs and drugs wars threaten peace and security for all. But inside P.S. 126 today the children won a victory against the enemy. After eight months of rehearsals they put on a play about the devil and the war against drugs.

It seems the devil has a big problem. Hell is in danger of freezing over because there is a shortage of souls. He sends out some of his emissaries to try to seduce the great anti-drug crusader - U.S. Attorney Rudolph Giuliani, played by Gabriel Torres.

The theory: If you get Giuliani, more people will go on drugs and lose their souls!

Mona, the Devil's own vamp, makes a heavy effort to seduce the prosecutor.

Later, Giuliani would sign autographs and congratulate the actor who played him."

Mr. Giuliani said, "I think (Gabriel Torres) did a terrific job and all of these youngsters who played Assistant U.S. Attorneys, maybe in twenty years, that's what they'll be doing."

-Gabe Pressman, News 4 New York
P.S. 126 New York June 9, 1989

Accompanist: Douglas Costner
Costumes: Blanca Feliciano Liwayway Ramirez
Scenery: Tom Nardone Liwayway Ramirez
Make-Up: Margie Castrillo
Photographer: Nate Mishaan
Narrator: Bea Johnstone
Project Director: Linda C. Taylor

CAST OF CHARACTERS

King Devil: Tom Nardone
Queen Devil: Millie Rodriguez
Prime Minister: Angel Monserrate
Attendant: George Lopez
Volare: Ricky Velasquez
Mona: Maya Banks
Little Orphan Annie: Dee Dee Castrillo
Reporter: Chasidy Wright
Miss Hannigan: Tammy Castrillo
U.S.Attorney Rudolph Giuliani: Gabriel Torres
Tom: Randy English
Dick: Jaime Lopez
Harry: Chris Fulco
Monkey: Michele Gonzalez
Chimp: Melissa Ingram
Baboon: Robert Figueroa
Chiquita Banana: Iris Rosa
Chiquita Banana Entourage: Jenny Aguilera
Joanne Aquino
Jackie Rivera
Amy Hernandez

Fan Club: Tamara Moore
Tarik Winston
Monettes: Mildred Aquilera
Miriam Rodriguez
Shevona Taylor
"The Tap Dance Kid": Savion Glover
Juan Talvez: Darryl Estevez
Donkies: Peter Rivera Edward Rivera

"Baby Face" Tap Number
Choreographed by Horace Turnbull
Ms. Taylor's Tap Dance
Choreographed by Mary Brienza

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After Class Alternative

Dr. King Elementary Starts New Program

By KAREN NELIS

Nancy Salah's daughter was hit by a car as she was walking home after school last year. Rebecca, 7, had only minor injuries, but it was frightening for her and her mother.

Salah won't have to worry about where her daughter and son Jedediah, 6, will be this year after school. Both children attend Dr. King Elementary School and are in the school's new latch-key program.

The program, which started Monday, is one piece of a state-funded pilot "community school" project at Dr. King.

As one of 14 community schools statewide, Dr. King will operate year-round with a longer school day and expanded academic services.

In some ways the community schools are a return to the days when the neighborhood school was the center of community life for adults and children, state Education Department officials say. They hope the school will become a stabilizing influence in a poor neighborhood.

"I love it," Salah said Monday. "This neighborhood and the school really need something."

Salah said she was considering cutting her work hours in order to be with her children after school. The program has allowed her to keep working and know her children are safe.

CARL SINGLE/The Post-Standard

Teacher assistant Clarence Baldwin chats with kindergarteners Jerome Sanders, left, and Takelia Stephens, center, Rashim Gupta, Heather Paskell, Toya Nelson, Gamille Washington and Gregory Graves Monday at Dr. King school.

About 29 children in kindergarten through fourth grade participated in the after-school program Monday. It will eventually serve up to 150 children, program coordinator Liz Page said.

School is dismissed at 2:45 p.m., but children in the program stay with teacher assistants until parents pick them up at 5:30.

In Carver Baldwin's kindergarten group Monday, the children sat in a circle and talked about their favorite colors and cartoons. Upstairs, Stephanie Jackson quizzed the one fourth-grader in attendance on her spelling homework. Then the two began a game of Monopoly.

In addition to the after-school project, the school will open at 7:15 a.m. every day so parents who go to work early can drop their children off before school.

Beginning Oct. 18, Dr. King will also be open Saturday mornings to offer programs to both adults and children. And in mid-October, the school plans to open three nights a week to provide workshops on topics such as child care and financial planning to parents and other adults.

Opening schools to the community

State program makes School 14 center for more than education

By ROBIN WILSON-GLOVER
Times-Union

It was an hour before the first bell rang at School 14, but there were squeals and laughter from small children in the hallway.

In a classroom nearby children sat on the floor nestled around second grade teacher Deanne Delehanty. As she read they giggled, squirmed and listened to her tale.

Looking on from behind the pupils, Principal George Leidecker was delighted to see the early-morning class go well.

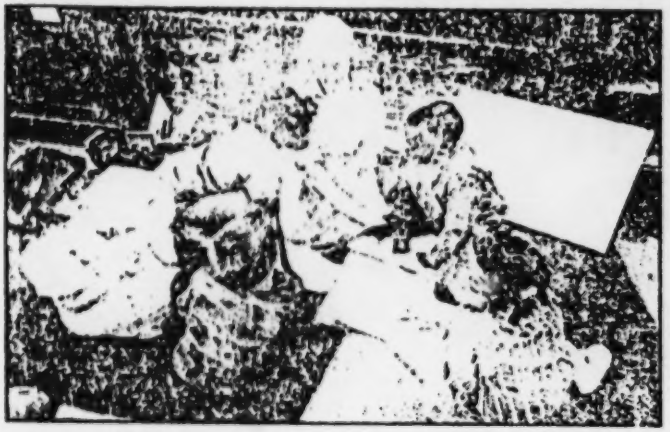
"It provides day care and a quality use of their time," says Leidecker. "Instead of sitting at home watching television or being out on the street they're here."

IN MAY, School 14 was designated by the state Education Department as one of 14 "community schools" in the state — and the only one in the Rochester area.

As a community school it doesn't just open before most other schools, it stays open longer, on weekends and on summer vacations.

And the school, at 200 University Ave., doesn't just hold classes for youngsters. It has a $150,000 state grant to help bring in organizations and agencies to provide services needed by residents in the neighborhood.

"What we are," says Leidecker, "are brokers for organizations. We're here to provide a center for educational programs, for health programs, for human services programs."



School 14 teacher Deanne Delehanty sits in the middle of an early-morning class reading mysteries.

In addition to the early-morning program, the school hosted pre-school program over the summer. English classes for residents whose native language is not English and full-day kindergarten classes.

Seminars begun today will teach adults how to better communicate with family members.

A housing program begun this week helps neighboring residents find a home or temporary housing in case of an emergency.

The program will help residents, who said in a recent community survey by school officials that housing was their top concern.

It will also help keep School 14 children from leaving the community. The school now has the highest mobility rate of all of the district's schools.

Please turn to back of section

TIMES-UNION, ROCHESTER, TUESDAY 10/4/88

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New state program opens School 14 to the community

From page 1B

"We're trying to keep the children here long enough to impact on their education," said Merrilyn Parks, the district's community schools project coordinator.

The Housing Council in the Monroe County Area Inc. has also planned to come to the school to provide information for residents who are homeless or almost homeless or who need information about their rights as a tenant.

"It's a worthwhile program," says Linda Berger, executive director of the council.

ALTHOUGH SCHOOL 14 is the first state-designated community school in Rochester, the concept of community schools began here at least 20 years ago, school officials say.

In the 1970s when the district built School 3, now called Nathaniel Rochester Community School, Schools 12, 19 and 9, city recreation centers were constructed adjacent to them and several contained community rooms.

About 12 years ago, Leidecker's former school, School 15, housed programs run by the Genesee Co-Op and was called a community school.

"We had people who volunteered in those days," Leidecker says. "There was no money to actually pay them."

After the state Board of Regents approved a policy supporting community schools three years ago, the 14 community schools were designated and awarded a total of $1.5 million.

The regents and other state and local officials put their efforts in developing these schools saying the climate outside of school is important to children's achievement in school.

School and government officials also recognized that community schools were economical — empty rooms could be put to good use.

"Now when the kids go home the building is empty, like an abandoned railroad station," Parks said. "The school could possibly be the life center of the community."

HOWEVER, IT will take time for the school to respond to most of the community's needs and for members of the community to become more involved in deciding which services they want to have.

"When we get all that coordinated, then they can say, 'This is our school, we have ownership,'" says Parks.

The Rochester school board a year ago approved a policy supporting community schools and directing the district to design four new schools with room for community activities.

"We've been interested in this for a long time," said school board member Karen Grella. "Now we have an opportunity before us."

Burr Lewis/Times-Union

While children are in class upstairs at School 14, downstairs adults who are not native Americans learn English by talking about some common household items, such as a frying pan.

THE
S.H.B.
MORSE YOUNG
CHILD MAGNET
SCHOOL
CORDIALLY
INVITES
YOU!!!

TO CELEBRATE
COMMUNITY SITES
NATIONAL
EDUCATION DAY
NOV. 15, 1988
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POUGHKEEPIE, NY

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-ENTERTAINMENT
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#14 School

ROCHESTER, N.Y., MONDAY, OCTOBER 31, 1988

New after-hours classes sparking enthusiasm

City school offers variety of courses to students, parents

By Vincent Taylor
Democrat and Chronicle

Some students want to come to school on Saturday.

And one school is letting them. Their parents are coming, too.

From Saturday morning computer classes to evening sessions on parenting, Rochester's Elementary School 14 is trying to expand beyond traditional boundaries.

The school is one of 14 in the state involved in a pilot program to make schools community resources for students, their parents and others in their neighborhoods. Instead of having the buildings sit vacant during non-school hours, they will house programs — some run by other agencies — the community wants.

Educators hope that parents will see the school as more inviting and get involved in their children's education.

"Education doesn't exist in a vacuum," said City School District board member Cathy Spoto. "Our schools cannot be ivory towers."

Among extra activities at School 14, located at 200 University Ave., are Saturday adult courses in Chinese cooking, employment skills and a computer lab.

One part of the program offers students Saturday and before-school classes about mystery stories.

"I was really amazed when they told me they wanted to come on Saturdays," said teacher Deanne Delehanty. She shows the students how to use computer terminals to write their own mystery stories. And they love it, she said.

Principal George Leidecker said many students get up early so they can attend the before-school computer program.

Last week, New York state regents R. Carlos Carballada and Walter Cooper visited the school, which started many of its extra activities this fall. They found, among other things: a before-school program in which children learned math using computer games and adults whose primary language isn't English using computers to learn English.

Spoto

The project surveyed the neighborhood and learned residents were interested inhousing, legal information and health issues. Programs in those areas are expected to be developed.

The program won't be a real "community school" until the neighborhood residents feel it belongs to them, said Merrilyn Parks, the project coordinator.

Parks said if parents feel the school is inviting and come, their children can benefit because they will be more motivated.

"The enthusiasm in the school is really great among the teachers and the students," she said.

Some of the parents are feeling good about the program, too.

Neighborhood resident Brenda Mims said three of her six children attend the school and she likes the activities it offers.

"It keeps the kids involved in something and they don't have to be on the streets," said Mims, a member of the project steering committee.

She said she has attended some of the evening classes on being a good parent and likes the fact child care is provided.

"I'm planning to join the computer course," she said this week.

Each school got a $150,000 grant from the state Education Department and the pilot is expected to last three or four years.

Community School Project at P.S. 185/208
Summer School Enrichment Program

Principal
Ms. Corine Pettey

Teacher-in-charge
Mr. Marvin Cawthor

SUMMER SCHOOL PLUS

COMMUNITY SCHOOL PROJECT

SUMMER ENRICHMENT PROGRAM

Dear Parents,

It gives me great pleasure to share with you a sampling of the compositions our children wrote describing their reactions to some of the many cultural, educational, and recreational activities in which they participated during our Summer School Enrichment Program.

The Summer School Enrichment Program was an experiment in Excellence. As a part of the Community School Project it was a center for innovation, and an opportunity to try new approaches and techniques. Our summer curriculum was exciting, challenging, rewarding, and served a real educational purpose. The outstanding success of the program encourages us to continue and expand upon it when school opens in September.

We cordially invite all parents to join with us and become partners in this exciting venture of innovation, and creativity. In the meantime, please accept our thanks and gratitude for the cooperation and support you extended to us this summer.

Sincerely,

Corine Pettey
Principal

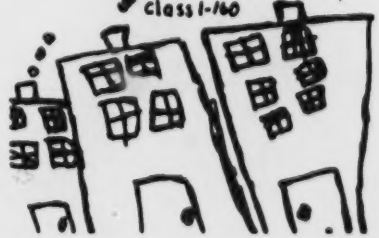
I like Summer School because I had fun. We did math and reading and writing. At the beginning, I didn't think I would have fun, but now, I'm having the time of my life. I liked the Bronx Zoo too. The Aquarium and the Library were good to visit. I really liked the baby Sharks!

Max Joseph - 3rd Grade

My Painting

This summer, I painted a picture about the many buildings in Harlem.

Mercedes Lachs
class 1-160



SUMMER SCHOOL - SUMMER FUN

I like everything about Summer School. I enjoyed the making of the Gingerbread man. The trip to The N.Y. Aquarium was fun too. It was fun when we went to the sprinklers. We learned silly songs. We went to the Bronx Zoo. We were feeding the goats too. When we went to the library it was fun too! We did a taste test. The watermelon was good! We all went to a Puppet Show. We did some geometric pictures along with a lot of work!

Tanya Toliver - 3rd Grade

The thing I like about Summer School is the trips we take. The best trip I went to was the Milbank Swimming Pool. I like it when we hold on to each others' shoulder. We did clay making and painting. I liked the movie Black Stallion. I liked when we went to the Sand Park and I did the Tarzan. We did homework and when we went on trips we had to bring lunch. I had fun in Summer School! Didn't you?

Nicole Garret - 3rd Grade

I like the program because it is fun! I learned a lot of math and reading and I know how to draw much better!

Aisha Thomas - 4th Grade

I like Summer School because we go to lots of places. I have fun with my friends, we go on so many trips. I wish it could be like this when school starts. I hope Melody, Chee-Chee, Roberta, Sharon & Shanna will be in my class in September. I liked the movie we saw at the library.

Ashaki Millner - 3rd Grade

My Favorite Trip

I went to the Bronx Zoo, I saw many farm animals, I fed and touched them.

Chanel Towns
class 1-160

HAVING FUN IN CLASS AND ON TRIPS

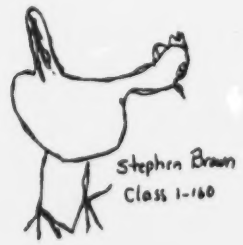
I enjoyed making Gingerbread men. We acted out a play about the Gingerbread men. We also visited the New York Aquarium. I had fun going swimming with my class. I liked the Bronx Zoo. I liked the Puppet Show it was the best. The Statue of Liberty was nice to see also.

Latesha Rosario - 3rd Grade

Lincoln Center has a special library for the Performing Arts. We visited the children's section. We listened to records using earphones. Books on dance, music and theatre are there. On display were puppets and pictures from around the world. Shanta particularly admired the picture done by a West German student for its color. A rocking chair was donated on November 21, 1986 for the billionth sale of the Little Golden Books. He saw a video and dinosaurs which was humorous, scary and amazing.

Bernard Irby - 4th Grade

I read a book. It was called The Little Red Hen.



Stephen Brown
Class 1-160

I enjoyed making a Gingerbread man and we acted out a play after we made the gingerbread men. I liked going swimming too. Our trip to the Statue of Liberty was good. We made pictures using geometric shapes. We learned that geometry is all around us. I liked taking a taste test. We tasted watermelon, cantaloupe and honeydew. We voted on the melons we liked the best. We made a graph also. I like making rhyming books and going to the flower garden.

Janelle Jackson - 3rd Grade

I liked when our class made a Gingerbread man. It was awesome too. Swimming was great, even though I can't float. It's hard! I think I'm going to sink. I liked the N.Y. Aquarium because I liked the sharks. Going to the library was great. Making a rhyming book was really neat . The Cloisters was beautiful. I really enjoyed the trips.

Gingee Testman - 3rd Grade

I enjoyed making a Gingerbread man. We loved going to the Statue of Liberty it was fun. I mostly liked going to the Cloisters it was fun too. We went to Central Park's flower garden. I really really loved the Aquarium. We got to touch and pick them up while keeping them in the water. I enjoyed making geometric shapes.

Denise Johnson - 3rd Grade

"DID YOU KNOW DOLPHINS CAN TALK?"

Fun At The New York Aquarium

We went to the New York Aquarium. We had the most fun. We saw the dolphins and the whale, the seals and lots, lots more. I never had so much fun. It is so great that I am going next week with my parents. I saw the dolphins talking. Did you know dolphins can talk?

Steven Joseph - 6 Grade

When we went to the Aquarium, we saw Flashlight Fish, fish that glow in the dark. We saw sharks, spider crabs, starfish, walrus, seals and dolphins. The best fish of all is the Flashlight Fish. I liked it very much.

Aisha Thomas - 5th Grade

Yesterday we went to the Aquarium. It was fun. The animal I liked the best was the walrus. They had a big one. They had one that kept splashing water. It was lots of fun!

Laura King - 5th Grade

Yesterday we went to the Aquarium. We saw penquins, sharks, Flashlight Fish, starfish, seahorses and stingrays. I liked the Aquarium.

Colin Ramsey - 3rd Grade

It was on Monday, August 8, 1988, the whole school went to the Aquarium. We saw dolphins, eels, cat fish, sharks, star fish and planktons. Then we started to eat our lunch. Next we saw the walrus. It was so ugly it looked just like a monster. We had so much fun! I wish we could have stayed longer.

Wesley Stevens - 5th Grade

When I went to the aquarium I saw the most amazing fish I had ever seen. I couldn't believe that their eyes could glow in the dark. My friend, Kliwanda, said they were black but I don't believe her. I thought they were green. No wonder they are called the Flashlight Fish.

Latonya Mc Eachin - 5th Grade

THE LADY WITH THE TORCH

Our Visit to the Statue of Liberty

We went to the Statue of Liberty. We went on the ferry. Three other classes went with us. We ate and then walked to the Statue of Liberty. We went into the museum. We saw models of ships, people who came to America long ago. We took the ferry back to Battery Park. The Statue is a landmark for freedom, justice, and pride.

Shani Gory - 4th Grade

We went on a trip to the Statue of Liberty. We had to take the boat to get a better view. We went inside the 'Lady' and we went inside the Museum. In the Museum there were lots of boats. After we ate lunch we looked around some more and then it was time to go back to school. It was a wonderful trip.

Claudia Mc Clenos - 4th Grade

My class and I went downtown to take a boat to the Statue of Liberty. The people were on the boat. When we arrived on the island, my class went to the Museum. We saw all kinds of things there. They were new to us. We pressed a button to hear people talk. I want to go back.

Aisha Holliday - 4th Grade

Today we went to the Statue of Liberty. It was four classes that went. Mrs. Cook class and Mrs. Green class went to the Museum. Mr. Seigel and I think, Mr. Mendez went in the Statue of Liberty. We saw a lot of things. I saw George Washington and members of congress. We went into a room and if you wanted to hear a story you had to press a button. It said, "press me, press to start." I bet some people kept on pressing it because the story could not finish. Soon it was time to go. We waited for Mr. Seigal and Mr. Mendez but they had already left. Mrs. Cook and Mrs. Greene put their children on the boat and we returned to school.

Tahisha Johnson - 4th Grade

Before we left for our trip to the Statue of Liberty we had breakfast and did some work in our room. We had a long train ride before we got on the boat that took us to the Statue of Liberty. When we got into the Statue we went into the Museum and we saw things that were made long before we were born. Then we got back on the boat and went to the train. The train brought us back to school.

Aneesah Muhammad - 4th Grade

WHERE CAN YOU SEE KING ARTHUR AND HIS KNIGHTS IN A BEAUTIFUL GARDEN?

At the Cloisters of the Metropolitan Museum of Art

We saw a big tapistry of King Arthur. Found out it was King Arthur because he had 3 crowns on his flag and shield. He was the King of 3 countries. Then we went on the balcony and we went to the water fountain. Then we went out to the garden to pick some flowers.

Kasmira C. Fields - 3rd Grade

We took a trip to the Cloisters. We took the A train and then we walked. It looked scary at first, but it wasn't. We saw a coffin. It belonged to a brave knight, but the body was not in the coffin. We saw a lemon balm tree and got to keep a leaf too. The garden had a plant that felt like a rabbit's ear. We also saw a Cloister garden with sprinklers. It was beautiful. We made visors with stickers. We liked knights. I enjoyed my trip.

Gingee Tustman - 3rd Grade

Coloring Pictures

Of beauti ful flowers
Was fun for me
CHANEL Lewis
Class 1-160

We saw a garden of flowers. We picked beautiful lemon balm leaves. We saw the lovely Cloister garden. We saw the lovely tapistries. I loved the pictures of King Arthur.

Lathesha Rosario - 3rd Grade

Our trip to the Cloisters was the best. We took two trains. And then we walked. When we saw the Museum it looked like a castle. The lady took us around the Museum. The things we saw excited all of us. The flowers were beautiful too. I would like to spend some time at the Cloisters but not live in it.

Zinzie Fleming - 3rd Grade

We saw a garden with flowers at the Cloisters. The flowers smelled very good. We saw a story of King Arthur. Then after that we saw another story of a unicorn. One of the flowers smelled like lemonade. The tapistries were so beautiful. I liked my trip to the Cloisters, but I liked the garden better.

Janelle Jackson - 3rd Grade

MORE ABOUT THE CLOISTERS

My class went to the Cloisters. We had to take two trains to get there. My class went to a Museum and a lady was showing us around. We were in a room with King Arthur's pictures hanging on the wall. Then we went through a room and went downstairs where we saw a coffin with a sculpture of a king. He was not inside. We saw pictures of Mary and baby Jesus. We saw a beautiful bible. We saw the Hudson river too.

Denise Johnson - 3rd Grade

Our trip to the Cloisters was a lot of fun. I had never been there before. We left the school early and stayed all day. I enjoyed everything about the trip. Sometimes I thought I was in a church. The buildings and the gardens were beautiful. We learned a lot about King Arthur and his Knights. I want to go back again.

Kliwanda Provet - 5th Grade

The flowers in the garden were pretty. The gardens were beautiful. The unicorn story was a sad story because some men came with dogs and the dog bit the unicorn, so the unicorn had to kill a dog. I liked the lemon balm leaves because I like the smell of lemons.

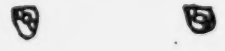
Courtney Brown - 3rd Grade

I liked my trip to the Cloisters because it was exciting. I liked King Arthur and Lady Gweniver and I liked the trapistries. I made a visor and I felt like a Knight when I put it on. I had never been to the Cloisters before. I want to go back soon. I asked my mother to take the family.

Max Joseph - 3rd Grade

The cloisters

I saw a Prince.
He was dead. He
was buried in
France.
Michael Johnson
1-160



APPENDIX A

December 1987	Foundation agrees to Commissioner Sobol's request to accept contract for Technical Assistance to Community Schools, planning begins
January 14 1988	First meeting of Statewide Advisory Committee
January 25- February 11, 1988	Reviewing Proposals Pre-Selection School Visits (12 school visits: NYC/CSD 2, 3, 4, 15, 27, 30; Addison, Buffalo, Elmira, Poughkeepsie, Syracuse, Malone)
February 4, 1988	Meeting of Statewide Advisory Committee
February 22, 1988	Full-time Program Officer begins; meeting in Albany to plan meetings of Schools representatives (March 7 and May Retreat)
March 1988	Technical Assistance visits to NYC/CSD 2, 3, 15, 16, Poughkeepsie, Malone, Syracuse, Binghamton: as of March, 2 schools (Binghamton, Rochester) have full-time Coordinators, and 3 (Binghamton, Rochester, and NYC/CSD 16) have Advisory Committee structures. Ongoing phone contact with all Schools.
March 7, 1988	Orientation meeting with representatives of Cycles I and II Schools, addressed by Commissioner and Regents
March 11, 1988	Meeting of Statewide Advisory Committee
March 30, 1988	Meeting of Foundations to explore possible interest in project evaluation (organized by SED with Foundation assistance)
April 1988	Technical Assistance visits to NYC/CSD 4, Addison, Buffalo; Ongoing phone contact with all.

April 8, 1988	Meeting of Statewide Advisory Committee
April 11-13, 1988	Program Officer visit to Mott Foundation and National Center for Community Education
April 19, 1988	First of two mailings about May Retreat
April 20, 1988	Finalization of collaborative arrangement with Regional Laboratory for Educational Improvement in the Northeast and Islands
May 15-16, 1988	Spring Retreat, for mission clarification, network-building, and sharing of program experiences by representatives of 14 schools and collaborating organizations and departments; addressed by Commissioners Perales and Sobol, Statewide Advisory Committee Chairperson Blum, and Foundation President Meyer; 3 plenary sessions, 10 workshops for over 100 school and other-than-school persons
May 11, 1988	Status Reports completed by 14 Schools and forwarded to SED by Edwin Gould Foundation
May 26, 1988	Retreat Report completed and circulated to all Retreat participants and SED
June 1988	Technical Assistance visits to NYC/CSD 4, 7, 27, Binghamton, and Poughkeepsie, Malone, Rochester; ongoing phone/correspondence contact with all schools; Newsletter #2 circulated
June 8, 1988	Meeting of Statewide Advisory Committee
June 18, 1988	Meeting of NYC/CSD Community Schools with Dr. Bruce Williams, Deputy Chancellor of NYC Board of Education to share program and solicit support/involvement

June 21, 1988	Meeting of "Western Area Coordinators" in Rochester, focus on use of "No Time to Lose in Community School development, Advisory Committee development, and reporting and documentation
June 29, 1988	Two Technical Assistance Specialists added
July 1988	**Technical Assistance visits to NYC/CSD 4, 7, 15, 16, 27, Addison, Malone; ongoing phone contact with all** Foundation representatives added to Technical Assistance team, for Poughkeepsie and Syracuse
July 7, 1988	Meeting of SED Task Force, Albany
July 11, 18, 1988	Meetings to explore collaboration around Pre-K program development in NYC Community Schools, with representatives of Mayors Office of Youth Services, HRA Agency for Child Development, and Board of Education Early Childhood Department
July 19-20, 1988	Technical Assistance and new Coordinators meeti Meeting of Pre-K Directors and Coordinators in Binghamton (organized by SED Early Childhood)
August 1988	Technical Assistance visits to 12 schools; ongoing telephone contacts with all; Newsletter #3 distributed Expanding collaborative contacts: meetings with Rochester Teachers Association, NYC Office of Collaborative Development, Statewide Communities Aid Association, Statewide Youth Advocacy, The Friendly Place, Brooklyn YWCA, National Urban League, United Negro College Fund, Buffalo Department of Social Services, etc.
August 1, 1988	Meeting with SED, Albany
September 1988	Technical Assistance visits to all Schools, beginning preparations for Regents visits (scheduled for 10/24-1028/88) Expanding collaborative contacts: meetings with Manhattan Borough President's Office, NYC Board of Education, United Way, NYC Youth Bureau, Grand Street Settlement, etc.
September 14, 1988	Meeting with SED and BRuner Foundation on evaluation of 2 NYC Schools

September 19, 1988	Meeting of Upstate Coordinators (in Syracuse) with focus on "No Time to Lose" documentary and needs assessment, preparations for Regents Visits, Fall Retreat, National Community Education Day
October 1988	Technical Assistance visits to all Schools; ongoing technical contact with all, individual meetings with Technical Assistance Specialists Expanding collaborative contacts: meetings with Institute for Responsive Education, Board of Education Office of Collaborative Development, Public Education, New York City Partnership
October 22, 1988	Workshop for Teachers, Parents, Teacher Aides of Buffalo Community School on "restructuring educational program"
October 12, 1988	Panel presentation on "School-Based Clinics" at Department of Health Annual Convention, held at Mt. Sinai Hospital
October 24-28, 1988	Regents Visits to NYC CSD 7, 15, 16, Rochester, and Syracuse; remaining Schools rescheduled for November and 2 remaining to be rescheduled

EIGHT COMMUNITY SCHOOL FEATURES

(As Presented by Commissioner Thomas Sobol
Albany, New York March 7, 1988)

1. Year-round schools;

2. School buildings open and accessible all day/all week;

3. Education starting with children as young as possible (e.g. Pre-Kindergarten for 4-year-olds);

4. Parents playing strong and active role and feeling good about schools;

5. Enriched mix of adults and others playing important roles in schools (e.g. older children high school students, older persons);

6. Principals, teachers, other significant people on staff sharing in planning;

7. Schools acting as "brokers" for other services (e.g. health) to make them accessible to children and their families;

8. Curriculum/educational experience very different from the traditional mold.

"We have an outstanding opportunity to rethink what elementary education should be and do. It is not good enough to simply add on A.M. and P.M. programs, if we don't change what's already there. We must demand much more."

March 10, 1988

NEW YORK STATE COMMUNITY SCHOOLS PILOT PROJECT

SPRING RETREAT

FORGING OUR NETWORK FOR CHANGE -- COLLABORATION IS THE KEY

May 16-17, 1988
Rensselaerville Institute
Rensselaerville, New York

State Education Department
Albany, New York

The Edwin Gould Foundation
for Children
New York, New York

OBJECTIVES

TO CLARIFY COMMUNITY SCHOOLS MISSION: SPECIFIC FEATURES, OVERALL GOALS, BROADER CONTEXT

TO PROVIDE OPPORTUNITY TO SHARE EXPERIENCE, INSIGHTS, AND PLANS

TO EXPLORE IMPLICATIONS OF MULTI-FACETED COLLABORATION

TO PRACTICE SOME TECHNIQUES FOR PLANNING, GROUP FACILITATION, LEADERSHIP-BUILDING

MONDAY MAY 16, 1988

10:45am - 11:45am REGISTRATION — Guggenheim Auditorium

12:00pm - 12:45pm LUNCH — Weathervane

1:00pm - 2:30pm WELCOME AND INTRODUCTIONS — Guggenheim Auditorium

Schuyler M. Meyer, Jr., President
Edwin Gould Foundation for Children

Claudio R. Prieto, Assistant to the
Commissioner for Policy Analysis,
New York State Education Department

OPENING REMARKS

Louise P. Matteoni, Regent
New York State Board of Regents

COMMISSIONERS' DIALOGUE

Thomas Sobol, Commissioner
New York State Education Department

Cesar Perales, Commissioner
New York State Department of Social Services

This session will provide a framework for definition and expectations of the Community Schools Pilot Project. Diverse resources available to support the Project will also be explored.

2:30pm - 3:30pm TOWARD COMMUNITY SCHOOLS: EXAMPLES OF PROGRAM FEATURES — Guggenheim Auditorium

TURNING AROUND THE INSTRUCTIONAL MODEL
Judith M. Brooks, Principal,
Dr. Martin Luther King School, Syracuse

PARENTAL INVOLVEMENT
Carmen Rodriguez, Superintendent, New York City
Community School District 7 (Bronx)

FORGING COLLABORATIVE RELATIONSHIPS
Mary Haust, Project Coordinator,
MacArthur School, Binghamton

Presenters will suggest principles for further discussion.

3:30pm - 3:45pm COFFEE BREAK

3:45pm - 5:15pm **TOWARD COMMUNITY SCHOOLS:** Small Group Discussions

A. ADVISORY COMMITTEE MEMBERS
Conference Room 3
Facilitators: Barbara B. Blum, Juan Munoz-Rodriquez

B. COORDINATORS **Master Seminar Room**
Facilitators: Mora Dickson, Cynthia Parsons

C. PRINCIPALS **Guggenheim Auditorium**
Facilitators: David Seeley, Lew Smith

D. SUPERINTENDENTS **Huyck House Living Room**
Facilitators: Paul Haley, Mildred Jones

E. BUDGET STAFF **Conference Room 2**
Facilitators: Nancy Croce, Peter Murphy

Each group will discuss these two questions:
* In your own words, what is the mission of the Communtiy Schools Pilot Project?
* How do you help make this happen?

5:30pm - 6:00pm **FEEDBACK REPORTS**

6:00pm - 6:45pm **STATE AND LOCAL RESOURCES FOR COMMUNITY SCHOOLS**
Huyck House Living Room

Alexandria Douglas
Director of "No Time to Lose" and "Decade of the Child", New York State Department of Social Services

6:00pm - 7:00pm **COCKTAILS - CASH BAR** **Weathervane**

7:00pm - 8:30pm **DINNER** **Weathervane**

8:45pm - 9:45pm **GETTING CLOSER TO COMMUNITY SCHOOLS**
Stonecrop Living Room

Alec and Mora Dickson
Voluntary Services Overseas, London, England

Norbert S. Hill, Jr. (Oneida)
Executive Director,
American Indian Science and Engineering Society

Ana-Helvia Quintero
University of Puerto Rico

Respondents will share reactions to reports and suggest broader perspectives and contexts.

9:45pm - **EVENING REFRESHMENTS** **Stonecrop Living Room**

TUESDAY MAY 17, 1988

7:45am - 8:45am CHECKOUT/BREAKFAST Weathervane

9:00am - 10:30am CHALLENGES OF COLLABORATION: Small Group Discussions

A. COLLABORATION BETWEEN EDUCATION AND SOCIAL SERVICES Master Seminar Room
Facilitators: Fred Bedell, Lew Smith
Resource Person: Alexandria Douglas

B. BUILDING THE COMMUNITY SCHOOLS ADVISORY COMMITTEES Guggenheim Auditorium
Facilitator: Cynthia Parsons

Small groups, of mixed composition, will explore issues and challenges involved in collaboration: between educational and social service institutions; and in building effective Advisory Committees.

10:30am - 10:45am COFFEE BREAK

10:45am - 12:15pm REPEAT: CHALLENGES OF COLLABORATION Sessions

12:30pm - 1:30pm LUNCH Weathervane

1:30pm - 3:30pm FORGING OUR NETWORK FOR CHANGE
Guggenheim Auditorium
Laura J. Pires, Program Officer,
Edwin Gould Foundation

Technical Assistance/Training
Community Schools Day 1988
Evaluation
Feedback and Discussion
Next Steps

CLOSING REMARKS
Alec Dickson, Voluntary Services Overseas

WRAP-UP

IV PARTICIPANT FEEDBACK (excerpted from Retreat Report, pp.12-13)

Of the ninety-seven participants, thirty-nine returned Feedback Sheets (see Appendix F). Five of the returned sheets were from participants who had attended Monday's sessions only.

The overall assessment of the Retreat was gratifyingly positive, as indicated below.

		*VH	H	NH	DNA
1.	How would you rate the "Commissioners' Dialogue" on Monday afternoon in terms of providing you with information, ideas or resources about how to create an effective community school?	5	11	9	3
2.	How would you rate the session "Toward Community Schools: Examples of Program Features?"	6	24	3	1
3.	How would you rate the small group discussions held on Monday afternoon?	17	16	-	3
	Which group did you attend?				
	6 A - Advisory Committee				
	6 B - Coordinators				
	9 C - Principals				
	6 D - Superintendents				
	7 E - Budget Staff				
4.	How would you rate the Monday evening session, "State & Local Resources for Community Schools?	9	11	-	8
5.	How would you rate the Monday evening presentations, Getting Closer to Community Schools?	8	17	5	-
6.	How would you rate the small group discussions held on Tuesday morning?	23	8	-	-
7.	How would you rate the closing session held on Tuesday Afternoon?	7	9	2	3
8.	How would you rate the overall retreat in terms of providing you with information, ideas or resources about how to create an effective community school?	18	17	-	

* VH: Very Helpful; H: Helpful; NH: Helpful; DNA: Did Not Attend

Volunteered comments on the back of the feedback sheets were characteristically diverse. There were numerous expressions of enthusiasm and personal congratulations for a "great conference-tightly packed while maintaining an atmosphere that encouraged idea-sharing and generated enthusiasm". One principal complained that the retreat was "much too intense", "overscheduled", and "the atmosphere was too heavy", while another principal thought the balance between structure and informality just right. There were several expressions of interest in a follow-up meeting with Commissioner Sobol, and other requests for a follow-up retreat, and a newsletter.

Excerpted From Report on NYS Community Schools Pilot Project
Spring Retreat 5/26/88
pp. 11-12

D. Preliminary Identification of Evaluation Criteria and Methods

At the closing session, participants were asked to identify at least one criterion by which they would like to be evaluated. Responses included both criteria and methods, and provide a useful "first-cut" of dimensions that seem most important to Community Schools participants themselves. The responses embrace most areas that should be considered in a comprehensive evaluation and reflect qualitative as well as quantitative features.

A. Criteria

1. How well does the Advisory Committee function?
2. Have Community School plans been implemented? Begun?
3. Are programs functioning? Well? Poorly? What steps have been taken or planned? Who did the planning?
4. How has the Project influenced growth and improvement of children/parents in the community?
5. Have new people been brought into the school?
6. In what new ways have people been involved in the community?
7. Is there a change in school climate? What is the degree of creativity? What is the degree of enthusiasm?
8. How much more are the kids themselves becoming doers and resources for the community?
9. How many of other providers are involved in a collaborative way?
10. What is the number of participants?
11. What is the degree of overall academic improvement (including standardized tests)?
12. What accomplishments have occurred in schools?
13. How is the school now perceived by the community?
14. Has attendance improved?
15. Has there been increase in parental involvement, in youth involvement, community involvement?
16. How successful have we been in informing our community agencies?
17. Do students feel part of the Community School?
18. What is the degree of teacher participation, both in planning and directing the project?

B. Methods

1. On site observation

2. Evidence to support claims made for enthusiasm, participation, creativity, use of minutes, documentation, logs, journals, etc..
3. Impact survey, Perhaps devised by parents, teachers, community leaders
4. A variety of evaluative tools may be necessary to evaluate the variety of activities.

Paper prepared 7 March 1988 for the New York State Pilot Community Schools Development Project by Cynthia Parsons, Consultant, The Edwin Gould Foundation for Children.

ISSUES KEY TO SUCCESS OF ANY COMMUNITY SCHOOLS PROJECT

Support at the Top

If the building principal is not fully committed and supportive..."it" will not happen.

If the superintendent is not fully committed and supportive... "it" will not happen.

If the majority of the school board is not fully committed and supportive..."it" will not happen.

If the person in charge is not a "sparkplug," "it" will not happen.

Turf

Both money and power -- in the form of decision-making -- need to be shared with parents and community service organizations.

Needs

Just as "turf" issues -- shared ownership of the proposed changes -- need to be resolved, so do needs need to be agreed upon by all whom the school would inlcude in "community." Together, all concerned should determine both needs and the priority for addressing them.

Money

How spent is the key. If continued success of the project is dependent upon a level of funding not within the power of the school district, then no amount of project-life funding will insure lasting success.

If sufficient funds are used simultaneously to offer sound training, to purchase lasting equipment, and to educate the community for sustained funding, then project has a good chance of getting enough of a solid foothold to continue.

Training

Should be site specific.

Should include teacher-as-researcher training.

Should teach all involved how to build a matrix of trust and cooperation among school administrators, teachers, students, non-school human services providers, etc.

Should prepare teachers for non-traditional settings and methods.

Should include non-certificated personnel both for traditional school helping roles and for non-traditional teaching/learning environments.

Evaluation, Research, and Documentation

A dramatic new role for in-school and in-district evaluation and research -- to be tied to goals and needs and to provide constant feedback to the project to improve decision-making success.

A dramatic new role for the external evaluation -- perhaps could be called "The Three Musketeers." That is, to provide all project sites with observations and data on a continuous basis linking them together and supporting sustaining each and all.